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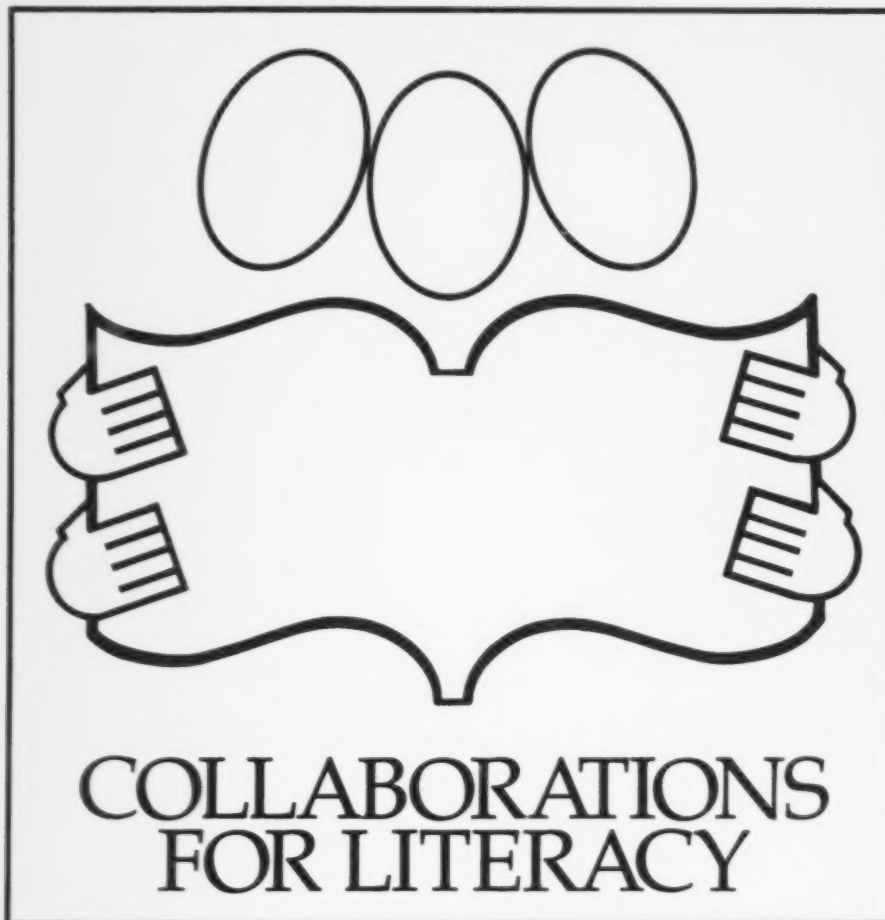
ABSTRACT

This handbook was written by college students at Boston University (Massachusetts) about their experiences as adult literacy tutors in a program called "Collaborations for Literacy." The project teaches adults to improve their reading skills through reading to and with a child, using the "Reading Rainbow" television series and its featured books as motivation and as the basis for cooperative adult-child reading activities. This book is organized in two parts, each containing three sections. The first part provides an overview of the project. The first section describes the problem of adult illiteracy and the second section describes recruitment and training of college work-study tutors and the tutors' first experiences. In the third section, the steps involved in tutoring are discussed and tips about how to conduct an effective session are provided. This section includes a log written by a tutor about his experiences. In the second part of the book, many teaching strategies for tutoring are provided. The first section contains techniques to teach reading using any print material, although a few are specific to the "Reading Rainbow" curriculum. The second section explains the purpose of the tutor-adult-child tutoring sessions and presents sample lesson plans and a list of reading activities that can be used with an adult and child. The third section provides comprehension questions for 20 of the "Reading Rainbow" featured books. This section can be used by the tutor to check the adult's and child's comprehension of the story. (KC)

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Tutor's Handbook



Michelle M. Staryos and Laura Winig

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an intergenerational reading project

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INTRODUCTION

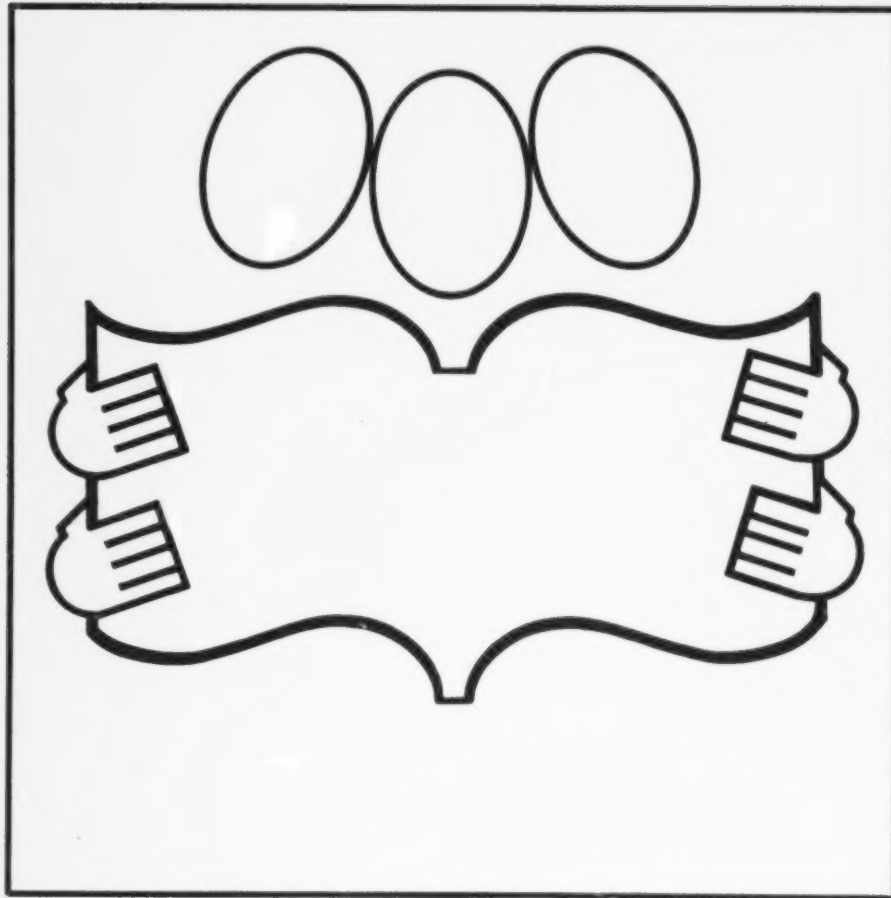
This is a book written by college students at Boston University about our experiences as adult literacy tutors in a program called "Collaborations for Literacy," which is a community-based intergenerational reading project at Boston University. This project teaches adults to improve their reading skills through reading to and with a child. It uses the popular "Reading Rainbow" television series and its featured books as motivation, and as the basis for cooperative adult-child reading activities.

This handbook is written so that you, a prospective tutor, might better understand what excites us about our college work-study job, which is teaching adults how to read. It reports our experiences as literacy tutors and gives you tips which may improve your own experience as a literacy tutor.

This book is divided into several sections. The first section describes the problem of adult illiteracy and gives some facts which may surprise you as they did us. Then, we describe the first steps in becoming a college work-study literacy tutor, including how we are recruited and trained to teach adults to read. We describe our first experiences -- meeting the adult learners to whom we have been assigned and some of our feelings about this initial meeting. Finally, we discuss the steps involved in a tutoring session and tips about how to conduct an effective session. You will read a log written by a tutor which is a personal account of one tutor's

experiences. This log will give you a preview of the possible rewards and disappointments of the tutor's job.

In the next part of the book, we give you many teaching strategies which will help you to be a succesful tutor. The first section, Tutor Teaching Strategies contains techniques to teach reading using any print material, although a few are specific to the "Reading Rainbow" curriculum which we have developed. The second section, Tutor/Adult/Child Activities explains the purpose of the tutor-adult-child tutoring sessions and presents sample lesson plans and a list of reading activities which can be used with an adult and child. The third section, Reading Rainbow Comprehension Questions, provides comprehension questions for 20 of the "Reading Rainbow" featured books. This section can be used by the tutor in two ways: first to check the adult's comprehension of each story and to relate ideas in the story to their own experiences, and second, in a simplified version, to check the child's comprehension of the story during the adult and child tutoring session.



1 . Adult Illiteracy: Issues and Responses

THE PROBLEM OF ADULT ILLITERACY

Although many of us who have become Collaborations for Literacy tutors have had personal experiences with students in our high schools who did not read well, most of us were unaware of some of the facts about adult illiteracy, and were shocked at the following information which is reported in Jonathan Kozol's new book, Illiterate America.¹ For example,

*The number of illiterate American adults exceeds the entire vote cast for the 1980 Presidential election by 16 million.

*Twenty-two percent of American adults cannot address a letter well enough to guarantee that it will reach its destination; 24% cannot add their own correct return address to that same envelope; 20% cannot understand an "equal opportunity" announcement, and more than 20% cannot write a check that will be processed by their bank.

*Of the 174 million adults in this country, an estimated 25 million read below the 5th grade level or not at all and an additional 35 million adults read below the 9th grade level. In Massachusetts, 1.3 million adults, or 20% of the population, are "functionally illiterate," and in Boston, the numbers rise to 40% of the adult population.

Conventional illiteracy, the inability to read or write a simple message in any language, has virtually disappeared in the United States, according to some sources. The Census Bureau defines an illiterate as

1. Kozol, Jonathan Illiterate America, New York: Anchor Press/Doubleday, 1985.

someone at least 14 years old who has not completed the fifth grade. But this standard is no longer useful in the United States, because Americans need to be able to apply reading and writing skills to increasingly complex tasks. Other writers use the term "functional illiteracy" to define the conditions where individuals lack the skills needed to perform productively in society as a citizen, family member, consumer and worker.

In our society, a person is considered functionally illiterate if he or she is reading below the ninth grade level. It requires an eighth grade reading level to follow the directions for preparing a T.V. dinner, a tenth grade level to interpret the instructions on an aspirin bottle and a twelfth-grade reading level to read an insurance form.

One estimate places the yearly cost in welfare programs and unemployment compensation due to illiteracy at \$6 billion dollars. Adding the costs for Workmen's Compensation, industrial insurance, and prison maintenance directly related to illiteracy the total spent in this country each year is \$20 billion. But only \$1.65 is allocated per adult per year to provide the educational resources to combat illiteracy.²

The numbers and statistics present us the bleak picture, but they do not give us the entire story. The causes of adult illiteracy are many, but each individual story is often made up of common ingredients. Many illiterate adults dropped out of school because of family or health problems, some moved from school to school with no continuity in

2. Ibid.

4.

their learning, and some may have been labeled "slow" or "dumb" early in school and thus stopped trying to learn. Some may have had to drop out of school to assume financial responsibility for their family and were forced to forego their own educational needs. In any case, these adults remain outside the system, often viewing themselves as the failures.

WHO'S HELPING?

During the past few years, the media has focused the nation's attention on the adult illiteracy problem, and educators use this opportunity to lobby for additional literacy program funding. In 1983, President Reagan responded to this need by announcing the National Adult Literacy Initiative. As part of this program, 18 colleges and universities throughout the United States were selected to design and implement model adult literacy programs. In 1983, Boston University established Collaborations for Literacy, an adult tutoring program, as a result of this initiative and at the request of the United States Department of Education.

In addition to the efforts promoted through the National Adult Literacy Initiative, adult education services are available at the national, state, and local levels. Some of these include:

- *The Federal Adult Basic Education Program which is the largest single program in the country. Primarily a class-based program, it serves adults who are in need of basic skills instruction and those who wish to obtain a high school equivalency diploma (GED).

- *Literacy Volunteers of America and Laubach Literacy, both non-profit organizations with headquarters in Syracuse, New York, operate volunteer one-to-one tutoring services and tutor training programs through a network of affiliates in most of the states.

- * Basic skills programs are also provided by community education centers, libraries, schools,

churches, community and senior colleges, ethnic organizations, unions and others. Unfortunately, public and private programs combined reach only a small portion of the needy population. It is estimated that no more than 4 million adults are presently served by all existing programs. Most programs report long waiting lists of adults they are unable to serve for lack of funding.

Thousands of college students across the country are an untapped resource who might, if they were encouraged, become adult literacy tutors, adding to the pool of those willing to help another adult learn to read. This is the story of one such project.

COLLABORATIONS FOR LITERACY

Collaborations for Literacy is an intergenerational adult literacy project which uses college work-study students as tutors.

We are a creative model jointly planned by public and private agencies. Our collaborators include a university, a community school adult basic education program, a branch of the Boston Public Library and a volunteer adult literacy organization.

During the first year (1983-84) of this project, we tutors used any material of interest to our learners to teach them to read (i.e. coupons, sales circulars, recipes, cartoons, and magazines). The unique feature of the 1984-85 Boston University college work-study adult literacy tutoring project is its intergenerational approach. Participating adults are asked to read to and with children (ages 4-11), using the widely-acclaimed "Reading Rainbow" children's book collection, and to view the "Reading Rainbow" series television tapes to improve both the adult's and child's skills and attitudes toward reading. Studies reveal that illiteracy contains an important intergenerational component: parents with low levels of basic skills are neither able to assist their school-age children in learning nor able to serve as educational role models. Children who live with low-literacy parents are often "at-risk" in learning to read; in fact, among the program participants in Collaborations for Literacy are parents who are enormously concerned that their own illiteracy will not be passed on to their children.

OUR TUTORS/OUR LEARNERS

Collaborations for Literacy recruits its tutors from a pool of available college work-study students. The Federal College Work-Study Program enables colleges and universities to use Federal funds to employ students who demonstrate financial need. The Federal funds pay for 80% of the students' salaries and the remaining 20% of the salaries must be "matched" by the college or university or by a collaborating organization.

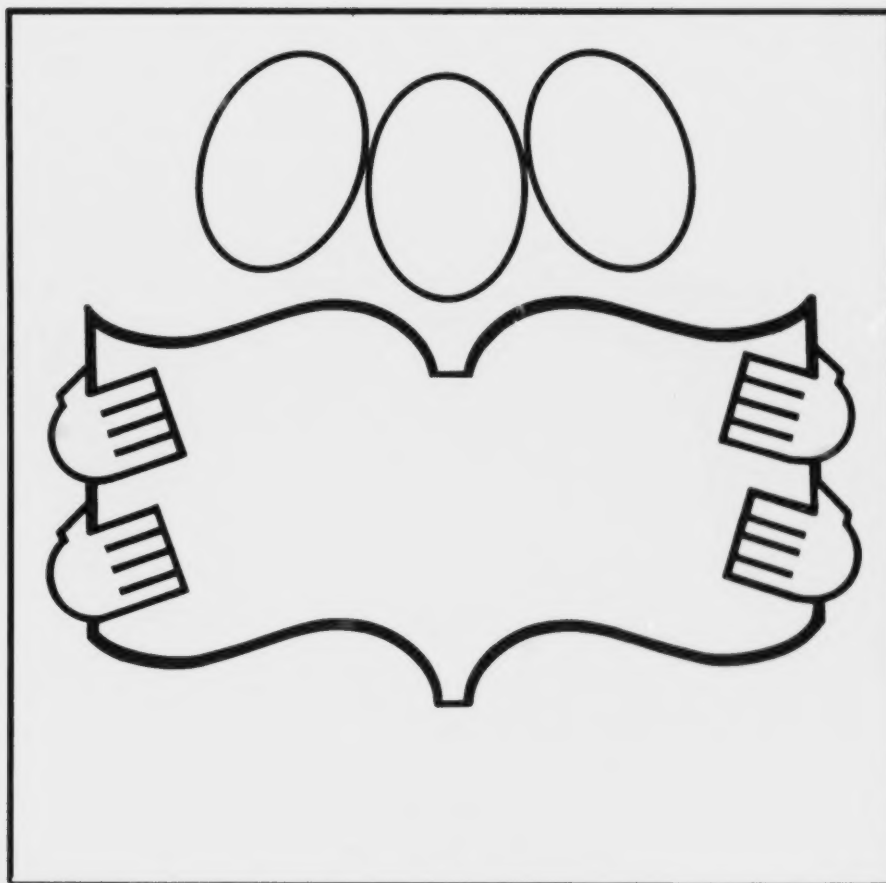
To ensure a successful program, Collaborations for Literacy tutors must make a commitment of twelve hours a week for two academic semesters. Tutors spend an average of six hours per week tutoring, and the remaining time is used for such activities as lesson preparation, record keeping, curriculum development and in-service meetings. Tutors do not need prior experience in the field of education to tutor--maturity, a willingness to make a commitment, patience, creativity and the ability to meet the demands of the project are used as criteria in choosing our tutors. The 13 women and three men we selected as program tutors in 1984 have different backgrounds and interests. The tutors range from freshmen to graduate students, and are studying diverse subjects such as engineering, public communication, fine arts, health professions, and education.

Collaborations for Literacy recruits its learners from the pool of illiterate or low-reading skilled adults in the surrounding communities. To participate in our program, adults must be 16 years of age or

older, English speaking, out-of-school, committed to reading to a child, and committed to participating in three hours of tutoring per week. Generally, participants do not have a high school diploma, and are reading at a very low level (0-4th grade).

Participants in this year's program range in age from 18 to 60 years old. They include a nursing assistant, a jeweler, a truck driver, and a waitress. The majority are single, and almost half are welfare recipients. The group has 13 children of elementary school age.

As with the tutors, these adults represent a wide range of backgrounds and interests. This diversity helps to create a unique learning situation between ourselves and the adults we teach.



2. Collaborations for Literacy: A College Work-Study Tutoring Program

OUR TUTORS -- RECRUITMENT

Recruiting tutors is the first step in the tutoring process. We know that in order to attract prospective tutors, we have to publicize Collaborations for Literacy and explain its purpose.

To meet this goal, we design a flier that describes the project and the tutoring position. The flier states that work-study jobs are available for September of the following school year and that the position entails tutoring adults who need help in reading. The flier also serves as an invitation to an informal colloquium at which interested students can obtain more information.

In order to ensure the best possible exposure, the flier is posted in each college within the University and in dormitories throughout the campus. In addition, the flier is used as an advertisement in our campus newspaper, The Daily Free Press, which is read by 18,000 students. We could easily recruit students directly through Boston University's School of Education, but we do not want a group of tutors who are all education majors; we want tutors with diverse interests and backgrounds. Therefore, it is necessary to launch a large-scale recruitment effort in all the colleges on campus.

The flier requests that interested students attend our colloquium. The colloquium serves as an informal meeting at which the prospective tutors are given an overview of the illiteracy problem in this country. It also serves as an orientation seminar; students who attend the meeting learn how they can help to combat adult illiteracy and are told of Collaborations for

"When I was in high school, I realized that there was a literacy problem at my school. People I knew were graduating with minimal reading skills. Then I came across some articles which said that this was a nationwide problem. I found out that some of my older neighbors were illiterate, so you see that when the ad appeared in the newspaper for this program, it immediately grabbed my attention."

"I went to the colloquium excited and uninformed. When I left my reasons for wanting to tutor had definitely changed. When I came to the realization that there were many people in the United States that couldn't read I was really stunned."

"I had always been involved in community service programs and supportive of them, but never had one captured my attention such as this."

Literacy's role.

Prospective tutors are introduced to the program's staff, which consists of the Project Director, the Assistant Project Director, the Tutor Coordinator and the Project Assistant. Then they are given an informational packet which contains numerous articles which have been written about illiteracy in general and our project, Collaborations for Literacy, specifically. Next, they are shown a locally produced television documentary about illiteracy called "Wall of Words."

After the program, project staff members answer the students' questions about illiteracy and explain our program in more detail. Students are told that: 1) they will work flexible hours, but will need at least 4 three-hour blocks of time available each week, 2) they will be paid \$5 an hour, 3) they will be tutoring at a school and library off-campus, since most of our learners live outside of the Boston University area, and it is more convenient for them to attend sessions in their own neighborhoods, 4) in addition to tutoring six hours per week, they will be expected to attend a weekly two hour in-service meeting and will also need to devote time to lesson preparation (approximately one-half hour of preparation for each hour of tutoring). We also give them a short history of the project and explain the learner's curriculum, the tutor training curriculum, and the intergenerational component of the project.

After the colloquium is finished, the students are told that if they are interested in tutoring, they will need to be interviewed. To prepare them for the interview, we explain the qualifications which we

believe tutors need in order to be successful in their work.

In 1984, we held our colloquium during the second week of September, so students were urged to sign up for interviews as quickly as possible. Students need to be interviewed immediately at the start of the semester, because those chosen as tutors will begin the 18-hour training program in the next week. For the 1985-86 year, we conducted our recruitment in the spring, so that tutors could begin training immediately in September.

Unfortunately, a large part of a student's eligibility for our project depends on whether or not she or he receives a Federal work-study grant and financial aid decisions are not made until mid-summer. For that reason, prospective tutors are told that they will be interviewed in the fall, after they are sure of their work-study status. At the colloquium, we obtain their summer and fall addresses and phone numbers and tell them that they will be contacted in late August to see if they are still interested in the program, and to set up an interview for September.

TUTOR INTERVIEWS

"The interview was relaxed and conversational. As I explained a little about myself, the interviewers explained a little about the program. As the meeting progressed, it became clear that the program was right for me, and since I'm writing this now, I must have been right for the program."

"The interview stressed the importance of patience in a task that would involve many frustrations."

Interviews are conducted in September at the Collaborations for Literacy office by the Assistant Project Director and the Tutor Coordinator. Students are asked to fill out an application form which asks about their work history, prior tutoring experience, what assets they feel they can offer the program, and why they think they would make a good tutor. After completing the application, students are interviewed and are asked to elaborate on the answers they give on the application. We make sure they understand the requirements of the program, can make the training sessions and understand their role as a tutor in the Collaborations for Literacy program.

After the employment interview, the Tutor Coordinator and Assistant Project Director review and discuss the applications and for our project, choose 14 tutors based on their maturity, patience, creativity, empathy, organizational skills, commitment to the program and prior tutoring experience. These qualities are considered important for the following reasons.

Maturity: Since our tutors are working independently with no immediate supervision, are responsible for creating their own work schedule and are working with an adult population in the community, a mature attitude is necessary to carry out all aspects of the program. Tutoring is a very responsible job.

Patience: Because teaching reading to adults is a slow and sometimes frustrating process, patience is a requirement for all tutors.

Creativity: Creativity is needed to develop and initiate lesson plans using a wide range of resources and to explain abstract concepts about language and reading in concrete terms during tutoring sessions.

Empathy: Tutors need to have an empathetic attitude to understand our adult participants' different lifestyles, views and experiences.

Organizational Skills: Tutors not only need to have organizational skills to create and keep track of each lesson, but because Collaborations for Literacy is a research project, they need to keep accurate records of their clients' lessons and progress for project use.

Prior Tutoring Experience: Although not mandatory, prior tutoring experience is taken into account when selecting tutors, because it helps the tutors to understand the nature of their role as a tutor in our project. Their previous experience serves as a framework for their role as a literacy tutor.

Tutors who are selected are mailed an acceptance letter which congratulates them and tells them where and when the training sessions will be held. Students who are not chosen are sent a letter thanking them for their interest in the program and in the problem of illiteracy. Some reasons why a student might not be chosen as a tutor include: no work-study eligibility; a heavy class schedule with labs which leaves little time for tutoring; or the display of attitudes and/or characteristics that seem inappropriate in some way for this sensitive job

OUR LEARNERS -- RECRUITMENT

While we recruit our tutors, we are also recruiting eligible adult learners for our program. They are recruited in essentially the same manner -- through fliers, advertisements and word of mouth. Fliers which announce free tutoring services for low-level readers are posted throughout the Allston-Brighton community, which is an urban area contiguous to the campus. Because we are working with a population which can't read, the fliers are primarily read by friends and relatives of illiterate adults, who refer them to our project. Since we're aware that our potential learners can't read the fliers, we also make public service announcements (PSA's). PSA's are messages which are broadcast by television and radio stations free of charge as part of their public service commitment. Our PSA's include all the information that appears on our fliers, and are broadcast by local cable and radio stations. In addition to the fliers and PSA's, Collaborations for Literacy relies heavily on public and private agencies for referrals of adults who need tutoring. Such groups include the welfare department, Adult Basic Education programs, Literacy Volunteers of Massachusetts and other social service agencies.

For the adult non-reader, the next step is to call the project for more information. Unfortunately though, many never reach this point. Although they may have heard the radio spots, seen the fliers, or been referred by family and social service agencies, they may be hesitant to call the program for help. Their inability to read may be a problem that they've

hidden all their lives -- even from their closest friends.

The learner's initial call to the project constitutes a monumental decision, and the situation must be dealt with delicately and sensitively by the staff member who takes the call. Usually the Assistant Project Director, who has been trained to handle the call, will speak with the prospective learner. If, however, the Assistant Project Director is not in the office when a call comes in, tutors or other staff do not attempt to give the caller information or ask questions. The prospective learner is asked to call back at a later time, or the staff member takes his or her name and number and promises that the call will be returned as soon as possible.

When learners call, they are told by the Assistant Director that they will receive three hours of tutoring a week from a Boston University work-study student free of charge at a site near their home. Adults are informed of the desirability of having a child to read to and with because of the intergenerational component of our program. The children they read to do not necessarily have to be their own. They can read to grandchildren, to little sisters and brothers, or even to a neighbor's child.

During the phone conversation, the Assistant Project Director obtains background information on the learners: their reading level (if known), the last grade they completed, their occupation (if employed), their marital status and other pertinent data. Next, they set up a time to meet for a more formal interview.

The interviews take place at the site where they will be tutored so that the learners can familiarize

themselves with the building. During this interview, the Assistant Project Director explains the program in more detail and explains that they will soon be matched with trained tutors. The learners are assured that any information they provide will be kept in the strictest confidence.

TUTOR TRAINING: Learning Techniques for Teaching
Reading to Adults

The tutors are told in their acceptance letter where and when to attend the first training session. Our tutors are trained as literacy tutors using the Literacy Volunteers of Massachusetts basic reading workshop. This 18-hour program consists of a coordinated slide and tape presentation, demonstrations by the workshop leader, and one-to-one practice sessions where the students have the opportunity to practice the techniques and role-play as both the tutor and the learner.

Upon successfully completing the training, which includes written homework assignments, completing a tutor competency post-assessment, and attending all sessions, the tutor receives a certificate which certifies that he or she is a qualified literacy tutor.

The director of Literacy Volunteers of Massachusetts conducts the training sessions for our tutors over a period of three weeks. The training is held at night to ensure that all students can attend all sessions.

One way to understand what tutor training involves is to follow the process from the tutor's perspective. Here are the steps you might anticipate.

Each training session follows the same format: overview of the session, questions, review, collection of homework, new material, questions and review, assignment of homework, and preview of the following session.

At the first training session, the tutors are given a tutor packet containing TUTOR which is the reference

"We had a lot of hands on experience in the training sessions by acting out tutor-learner situations."

"The tutor training was very worthwhile. The teacher was excellent because she was very organized, but also flexible enough to answer individual questions in an interesting way. The anecdotes that she told from her own tutoring experiences were very illuminating."

"The training opened my eyes to the issues of literacy in this country. I had never known that such a need existed for projects such as this: I had always felt that illiteracy was something prevalent only in 'developing countries'."

manual and handbook for the training, developed by the Literacy Volunteers of America. They also receive the diagnostic test, READ, and numerous handouts including sample lesson plans and current readings on adult illiteracy.

Students then participate in a discussion of adult illiteracy. The extent and impact of adult illiteracy is discussed, including the standards for defining functional illiteracy and the statistics about illiteracy for the United States, Massachusetts, and Boston. We also learn of the impact of functional illiteracy on the personal lives of adult non-readers, why adults might not have learned to read, what might motivate an adult to seek tutoring, what is involved in the reading process, and the advantages of one-to-one tutoring.

The training then progresses to discussing the specifics of the Collaborations for Literacy curriculum. Collaborations for Literacy uses the "Reading Rainbow" series tapes and books to teach adults how to read using the following process. The tutor and learner view a videotape of a featured book to familiarize the learner with the content and vocabulary of the book. Together, they then fill out a tape rating form which is used by the project to judge the effectiveness of using the videotapes as a teaching technique. Once the tape has been viewed, the adult and the tutor begin working on the vocabulary from the book. After the adult has mastered the vocabulary and is reading the book fluently, he or she takes the book home to read it to and with a child. In addition, adults may want to bring the child into the session to view the videotape and to read the book. (See

This explanation helps the tutors understand the process used in the program. They know what materials they will be using. Now they need to learn how to teach their adult learners using these materials.

At the end of the first session the tutors are introduced to two of the techniques that they will be using: the language experience story, and sight words. Using the language experience story, the tutor writes down the learner's own words of a personal experience, a comment on a news story, or anything of interest at the moment and then uses this "story" as material for the adult to learn from. This method is suggested as an "ice-breaker" in a new teaching situation because it allows for a sense of participation and success from the start.

Teaching sight words is based on the premise that as many words as possible should be instantly recognized and understood by the learner. A word is taught as a sight word when it is so basic to reading that it is advisable for the beginning reader to recognize it as a whole word rather than trying to decode it. For example, phonically irregular words such as "have" or "was" are often taught as sight words.

The tutors' homework for the first session includes reading through the tutor kit, reading two chapters in TUTOR, and practicing the experience story and sight word techniques.

The homework is collected and reviewed at the beginning of the second session. The tutors are then introduced to two more techniques to teach reading: phonics and word patterns.

"The techniques that the training taught me were very valuable. When I integrated what I had learned in training with my own ideas, I felt confident that they would work."

Phonics is the process of teaching a word by analyzing the sounds that the letters represent. Word patterns allow the student to learn many words based on one pattern. For example, the learner can read /at/ and is taught cat, bat, hat, fat, sat, rat and mat.

"The training gave us the techniques necessary for the teaching of word patterns, sight words; it also gave us the confidence essential to a tutor if he or she is to help the learner read."

In addition to learning these techniques, tutors learn when to use each technique, what to do if it doesn't work, and how these techniques can be applied to any curriculum material or anything your learner wants to read.

Homework assigned for this session includes reading in the TUTOR book, and applying sight words, experience story, phonics and word patterns to a reading selection.

"Each client has different special needs, and we were encouraged to be creative in meeting those needs."

The third session starts with a review of the material previously presented and of the homework assigned. The tutors are then introduced to the READ test. This is used to assess our learners' reading and listening comprehension and word recognition skills when they first enter the program. The tutors learn how to create a non-threatening testing environment for the adult, and then learn to administer, record, and interpret the test. This is for background information only. In our project, tutors do not test their learner's reading skills; it is done by a member of the staff or an outside assessor.

How to create and record lesson plans is the next subject discussed. We usually break up into groups and create a mini-lesson for a "fictional" learner. After discussion of these lessons, each group of tutors is given a case history of a learner and asked

to design a more complete lesson plan for their "learner" to be shown to the group on the next session.

Session four starts by having each group explain the lesson plan they created and any problems they encountered. Suggestions and comments to improve each lesson plan are elicited from the tutors. Also included in this session is an explanation of the process for rewriting materials that are not at the appropriate reading level, but that the learner wants to read, and an explanation of the Fry Readability Formula which is a method of determining the reading grade level of any book.

The next session covers the common problems that occur in tutoring situations. Student motivation problems, lack of progress, not knowing what to do next, maintaining continuity in the lessons, and problems in tutor/learner personal relationships are all explained and discussed with the tutors.

The last training session shows the tutors methods of teaching spelling, developing comprehension skills, and developing their learner's writing skills.

"The training was not designed to dictate to the tutor specifically what he should do in each lesson, rather, I feel that it was designed to give each tutor a framework on which to build his/her lessons."

"The project's training sessions were enlightening in many ways. During training I realized for the first time how much of my education I had taken for granted, just how much was involved in teaching and learning — and how complicated a process reading is."

RECORD KEEPING

Because 1984-85 was only the second year of our project and the first year using the intergenerational component, many of our record keeping forms were developed or revised after the training sessions. These forms include weekly and monthly lesson plans, and the learner progress chart. The weekly lesson plan form is used to plan each lesson, and on it the tutor writes such things as exactly what activities he or she plans to do, materials needed, how long each task will take and, after the session records what progress is made by the learner. The monthly lesson plan compiles four weeks of tutoring. It serves as a summary of what has transpired in the past month between the tutor and the learner. This form is turned in to the project office and is used to discuss any problems tutors might be having, to make suggestions for alternative teaching methods to use, or to make clarifications in their record keeping system. On the progress chart, the tutor records the skills the learner has been working on and notes any progress. In this way, the learner's progress at any time can be determined by looking at the chart. Because Collaborations for Literacy is also a research project, these records are a vital source of information and are used to develop case studies of each client at the end of the project year. One training session a month is scheduled to familiarize tutors with keeping learner records.

Through experience, we've found that our tutors have needed to supplement the four techniques stressed by the Literacy Volunteers of America training

program. Our tutors have created additional teaching strategies which supplement these techniques. They are found in this book beginning on page 59. Tutors have also found that teaching vowels is very confusing because of the irregularity of pronunciation; they need a specific method to overcome this problem. Therefore, we're incorporating the Stevenson Learning Skills* into our training. This program relies on a memory technique called "mnemonics," which enables students to learn by associating new information with something they already know. Also, the tutors have requested more background on teaching comprehension, grammar and spelling, and these will be integrated into the 1985-86 tutor training.

Another step in the training is learning to use audiocassettes to tape homework for the adults. Throughout the year, the tutors have developed two ways in which to utilize the cassette tapes. The first is to use an audio tape to record homework for the learner. The second is to use the tape to review a "Reading Rainbow" story. The tutors have created a tape for each "Reading Rainbow" book. On one side of the tape the book is read at a regular reading pace and is designed to be used by the adult and the child at home. A "turn the page" signal is included and to increase the enjoyment, sound effects are added to this side of the tape. On the reverse side, the story is recorded sentence-by-sentence with a 30-second pause between sentences so adults can read it by

"The problem I found most vexing while tutoring was the teaching of vowels, and their different combinations. The teaching of consonants was thoroughly addressed during training, but vowels were only discussed briefly."

"The training seemed to apply to the ideal illiterate, someone who is beginning at the non-reader level. There should be more emphasis on the learner who needs to improve comprehension, spelling or more advanced reading skills."

*Stevenson, Nancy. Stevenson Program. Attleboro, MA: Stevenson Learning Skills 1984.

themselves at a slower pace. This side is for adults when they are reviewing the book and can be used to improve their reading fluency and proficiency. The adult and child can underline the words with their fingers when the pace is slower.

The 1985-86 project will also be adding another component to its curriculum. We will include a job-skills curriculum to honor the requests made by our clients for assistance in this area. Tutors will be trained to teach someone how to fill out a job application, and how to take phone messages, for example.

MATCHING TUTORS AND LEARNERS

Once tutors have been trained, they are ready to be matched with learners. The major determinant of who will be matched with whom is availability; tutors and learners are matched if they have corresponding free time to attend tutoring sessions. Also taken into consideration are their common interests (e.g., cooking, auto mechanics) and learners' preferences as to age, sex or race of their tutors. While we try to meet all requests, we can't be all things to all learners. Some learners may be forced to decide whether their desire for a male or female tutor outweighs their need to obtain tutoring.

Once the match is made, the tutor is given a project application sheet, describing the background of the learner; the Assistant Project Director fills this out during her interview with the learner. Learners receive a phone call from the Assistant Project Director and are informed that they have been matched with a tutor, and are given the tutor's name, age, sex and other pertinent information. Learners are told that they will be contacted by you, the tutor, so you can arrange your first meeting.

FIRST MEETING

After the match is made, you and your learner will decide upon a mutually convenient time and place for the first meeting. When you call your learner to arrange for the meeting, you must describe yourself in detail so he or she will be able to recognize you at the site.

You should try to get there a few minutes early so you can locate the room you'll be working in and unlock it if necessary.

"We start talking about what she expected from the program, what I expected of her, her reasons for seeking tutoring and about ourselves."

You won't be tutoring during your first session. You and your learner need time to get to know each other as people before you can work comfortably together -- that is what this meeting is for. Make it clear to your learner that you are equals and you both will learn from your relationship. Your objective for this meeting is to make your learner feel relaxed and comfortable and to reassure him or her that you are there to offer help, not judgment.

"Things went extremely well for the first 30 minutes. We had the introductions and questions out of the way by then. Then we were both at a loss for words. Both of us tried to start a conversation but nothing worked, so we left. During the walk home, neither of us could stop talking. We then found out how much we really had in common and further conversation was no problem."

Begin your meeting by introducing yourself and telling your learner a little bit about your background and interests. Then encourage your learner to share with you. If you find it difficult to engage your learner in conversation, then start discussing your most common interest -- tutoring. Tell your learner about the history of the project and discuss his or her long and short-term reading goals. During this meeting you will also need to arrange a permanent meeting schedule and discuss the assessment procedures he or she will experience in the next meeting.

If all else fails to break the ice, find a subject you are both familiar with and discuss it. It should

not be related to reading. For example, 98% of the population has access to television. Ask your learner about his or her favorite shows and chat about the current state of affairs.

All of this may be easier said than done because meeting with you is probably one of the most difficult things your learner will ever have to do. Your learner is admitting to you that he can't read and you are probably one of only two or three people who have knowledge of this problem. Also, you will probably be younger and more educated than your learner and he may initially be intimidated by these factors.

You may not encounter all of these feelings with your learner, but you can be assured of one thing -- you both will be nervous. You may think, "Am I prepared? What questions should I ask? Will she like me? Will I like her? Can I really help her learn to read and if I can't, will it be my fault or hers or ours? Help!"

Almost certainly your learner will be just as nervous as you are. Most likely you both will be able to overcome your apprehension and become good friends and co-workers. However, if your match does not seem appropriate because of different temperments or poor scheduling, another match will be made for you and the adult learner.

Unfortunately, some learners may not desire to read as much as they need to read. For many learners, the decision to seek help is prompted by an overwhelming need to achieve a specific goal such as obtaining a job, a driver's license, or reading to

"During our first meeting, he told me what I thought was his life story. He kept talking, maybe he felt the need to tell someone and quite possibly he felt no one else in his life would care, sympathize or understand. To me, it seemed no one else knew this much of how he never learned to read."

"When I saw my learner I instantly relaxed because I saw that he was as nervous as I was. My first thoughts were to make this person feel at ease."

"I feel we established a trust from the start and that is probably the most useful tool I can use."

their children. So, in essence, your learner may not have made a free choice but a forced decision to seek help.

For many, the catalyst is their children. Either adults become embarrassed because their children are beginning to read material which they themselves are unable to fathom, or their children want to be read to and adults are frustrated at their own inability to read children's books.

Whatever the reason, your learner has committed herself to the reading program just as you, the tutor, have committed yourself to teaching her to read. One factor you must keep in mind is your learner's prior learning experiences. Obviously, she wouldn't be here if those experiences had been successful.

"My first reaction to my learner was that she was a bit gruff and distant. But as is usually the case, her hard exterior hid a shy and nervous person who was taking a big step in her life on her own."

Consequently, your learner may know she needs to read, but be expecting to fail at the task. If this is the case with your learner, try to be reassuring and empathetic -- she may need self-confidence more than the ABC's of reading at this point.

The preceding discussion is based on the assumption that you and your learner actually meet. Sometimes, learners may not attend the first meeting because they're nervous or scared, or they can't find the site or a babysitter, or they "forgot" or any number of other reasons. If your learner is a "no show," you may call him from the tutoring site and ask why he was unable to keep the appointment, but don't press. Assure your learner that you're looking forward to meeting and working with him and try to reschedule the session. One final note -- if your learner is a "no show," please don't take it personally. More often than not, the reason for his

not coming has nothing to do with you. Take consolation in the knowledge that it happens to all tutors sometime during their tutoring experience.

ASSESSMENT MEETING

The second meeting between the you and the learner is used to assess or test the learner's reading strengths and weaknesses. The purpose of the testing is two-fold: 1) to provide you with background information on the learner's reading skills which you will use to prepare lessons, and 2) to provide learners with concrete reading level scores which they may not have previously known. These test results serve as baseline scores which, upon retesting, will reflect reading improvement.

The assessment method we use to determine our learner's reading skills is the READ test, developed by Literacy Volunteers of America. It is designed to measure listening and reading comprehension, word recognition, the alphabet and letter sounds. The READ test assesses skills ranging from the first through fifth grade level. If the learner is reading on a level higher than fifth grade, the READ test scores do not give an accurate diagnosis. There is, however, another test called READ ON which does measure reading levels at fifth grade and above. We do not use this test, though, because people who are chosen for participation in our program are reading below the fifth grade level.

The READ test is scored alphabetically: A is the lowest level (and corresponds to the first grade) and J is the highest (and corresponds to the fifth grade level).

Because of the delicate nature of assessing adults who may view education and tests negatively, the person who assesses a learner's skills must be

empathetic and reassuring, and must be prepared to offer support to an adult for whom this testing may be a traumatic situation.

Learners have the option of having tutors stay near them during the testing or wait for them outside the room. Sometimes learners request that their tutors stay to give them emotional support but sometimes they don't want tutors there to see them struggling through the testing.

Once the testing is completed, the assessor goes over the results with the learner. The assessor shows the learner his or her reading strengths, and will try to make the experience as positive as possible.

To summarize then, in the first few weeks following training, you and the learner are matched, and have your first meeting, the learner's reading skills are assessed and the results reported to both you and the learner. It is not until these steps are completed that the actual tutoring begins.

"The assessment went great and my learner enjoyed it. He said he felt better and was thrilled because he didn't think he knew as much as he did on the test. This showed motivation and I wanted to keep this feeling going in the lessons as much as possible."

TUTOR IN-SERVICE

The 18-hour training gives us a set of techniques to begin tutoring, but it is through weekly in-service meetings that we become more proficient, along with our on-the-job learning. We maintain contact with each other through a weekly two-hour informal workshop held in a classroom at Boston University. We hold two

"The in-services are valuable because we learn by sharing our experiences with the other tutors."

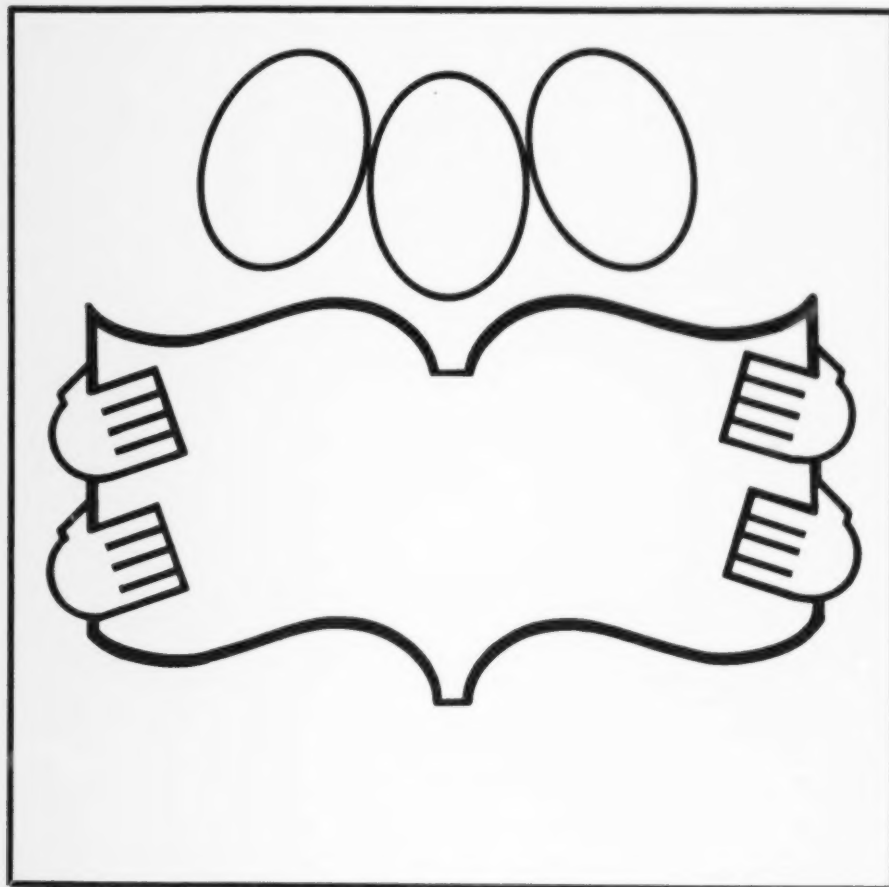
"Some of the in-services were very interesting because experts in various fields of reading were present to share their ideas with us."

types of in-services: One is used to share experiences; that is, tutors exchange new learning strategies and provide support and encouragement to each other as a group. The second type is conducted by an outside speaker who gives us information on different teaching strategies, resources available in the community which can be utilized as teaching materials, or services that may be available to their adults.

During the first in-service the tutors are introduced to the contact people at the tutoring sites and the services that these collaborators will provide to our project. Throughout the year we hold in-services on topics such as teaching spelling to adults, teaching grammar, and the Stevenson Method of teaching vowels. Guest speakers' topics have also included how to read aloud to children and the skills required for success in early elementary school. We are incorporating a third type of in-service into next year's schedule to be used just for completing project paperwork, as we found that it is much easier to collect and verify these forms in a group. This allows us to provide support and clarification when necessary for this activity which is important, but often a chore.

One special feature of our in-service is that it can be taken for course credit (two credits per

semester). In-service is mandatory for all tutors. The only additional requirement to obtain course credit is a paper detailing your experiences as a tutor, a case-study of your tutoring experiences. It is from these student papers that we learn about tutoring from a college work-study students's perspective. Those of us who write papers often feel that it's a worthwhile experience helping us to sort out our thoughts about tutoring. It confirms just how much progress our learners have made, and how much we, as tutors, have learned.



3. Tutoring Experiences

TEACHING AN ADULT LEARNER: THE TUTORING SESSION

The experience of tutoring adult learners is different for each tutor because the adults we teach are quite different from each other, at least in their reading needs. Some may be very poor readers, unsure of the sequence of the alphabet and uncertain about recognizing even the most common words. Other tutors may be matched with learners who seem to be able to read, if haltingly, but are unable to understand the message of the text.

Through one-to-one tutoring, individually tailored reading lessons are designed by tutors for each learner. The process of a tutoring session has three main steps however, which each tutor carries out. These include: planning the session, conducting it, and recording the progress made. There is an additional step, breaking the bond, which relates to what happens when tutors and learners reach the end of the academic year and paid tutoring stops. To give you a clearer picture of this process, we will use as an example, the experiences of Lori, a tutor, and Bill, her adult learner.

PLANNING THE SESSION

The first goal for Lori is to set up a permanent weekly schedule with Bill. The exact days and times when tutoring occurs is decided between them based on Lori's class schedule and Bill's activities which may include working, and home and child care.

During the first few tutoring sessions, Lori is determining Bill's short and long-term goals with him. Learners usually know what they want to be able to do, and it is up to you to listen and decide the best

way to accomplish that goal. To work towards the learner's long-term goals, the tutor creates a set of short-term objectives. These are what each lesson is based upon. For example, Bill has two long-term goals: to be able to read a story to his child, who is seven, and also to be able to take the written exam to get a driver's license. Lori chooses three books she feels are at Bill's reading level using his READ score as a guide. She then shows the books to Bill, explains what each is about, reads parts of each story, and then lets him choose the book he wants to be able to read to his daughter.

Prior to the next tutoring session, Lori creates a series of short-term reading objectives that when reached, will result in Bill being able to read the book of his choice fluently. Her goals for Bill are to:

1. learn four new words per session
2. be able to distinguish between a period and a question mark and punctuate sentences correctly with each.
3. learn two word patterns using words on the driver's license test and
4. learn two words as sight words from the driver's license test.

Each skill to be learned is noted on the learner's progress chart. Lori then develops her lesson based on these objectives.

To prepare for each session Lori decides:

1. what material she will teach in that session,
2. how she will teach it
3. how much time to spend on each reading activity.

These decisions are recorded on the weekly lesson plan form under the categories: Reading Objectives, Instructional Strategies, Time to be spent on each Objective, and Materials Needed.

CONDUCTING THE SESSION

Each tutor and learner create their own personal relationship and therefore the way the tutoring session is conducted is uniquely individual, but each tutor and learner use the same elements in each lesson. As you will see, each session ususally includes "sharing time," when you and your learner spend time talking about your lives, interests, and responsibilities. A typical session between Lori and Bill might start with ten to fifteen minutes of "sharing time" and then progress to a review of previous material starting with a discussion of the homework. They might also play Concentration, using cards Lori prepared to review sight words and then move into learning new vocabulary. Lori may teach four new sight words and then play a picture to word matching game to reinforce the new words. Work on a grammar excercise may be next followed by a review of the four words that were previously introduced. Lori might then give Bill his homework assignment which is due at the next session. Homework is generally a review of the material taught through puzzles, wordsearch games or listening to a story on audiotape or even completing audiotaped exercises.

POST-SESSION RECORDS

After the tutoring session, Lori will record on the weekly lesson plan what was actually accomplished in the session and note any changes from her

pre-session notes in the category, Learner's Progress/Reactions. She will also update the progress chart which has four categories:

1. skill is not known by the learner
2. skill is introduced and practiced with the learner
3. the learner knows the skill with help, and
4. the learner is able to apply the skill on his own.

BREAKING THE BOND

The process of each lesson remains the same, but the content changes throughout the year with each lesson being developed based upon the accomplishments from the previous lesson. As the academic year draws to a close, you and your learner have moved into the final step of the relationship which we call "breaking the bond." Returning to Lori and Bill we find they have four options to choose from:

1. If Bill has reached the fifth grade reading level and feels confident with his reading ability, he can be referred to an Adult Basic Education Class to continue his reading instruction in a class-based program.

2. If Lori is staying in the Boston community over the summer, she can continue tutoring on a voluntary basis. Our program doesn't run through the summer because funding is for the academic year only.

3. Lori can refer Bill to another program such as Literacy Volunteers of America so that he can continue to receive tutoring during the summer. Bill also has the option to come back to our project in September, or to continue with the new program.

4. The final option is that Lori maintains contact with Bill over the summer through the mail using audio taped lessons, letters and exercises. This serves to maintain or improve upon Bill's current reading level and provides a continuum from May until the project begins again in September.

INTRODUCTION TO A TUTOR'S LOG

What you've just read is the basic three-step process for conducting a tutoring session. During a tutoring cycle, which is a college semester of perhaps 16 weeks, the teaching/learning progress of the tutor and the learner unfolds. One of the best ways to preview this experience is to read a tutor's log. Through sharing this personal record, John, the tutor, reveals what really happens during tutoring. John is a junior at Boston University, an education major who has chosen teaching as a career. He has had some experience teaching, unlike most of our tutors. He has been tutoring Mary since October. Mary, the learner, is 25 years old, and has a seven year old daughter, Ann. Mary completed the ninth grade, but had to leave school to help support her family.

The following section is from John's log which starts at the first session following the winter break. John's short term objectives for Mary are to learn three new vocabulary words per session, improve Mary's reading comprehension, and to learn the parts of speech. Mary's long term goals are to obtain a high school equivalency certificate (GED), and to be able to help her daughter, Ann, who is experiencing reading difficulties in school.

A TUTOR'S LOG

1/29/85

Mary and I chose Three by the Sea* as our first videotape and book. The last book she read was on the first-grade reading level, so this book should be a review for her. It will certainly do no harm and can help build her self-confidence. Also, Mary's daughter has reading difficulties, so Three by the Sea was selected in the hopes of giving her an easier book to read. I explained to Mary that the story was actually three stories in one. Mary was concerned about her daughter, Ann, and said three shorter stories (as opposed to a long book) "sounded good."

I was slightly nervous and unsure of what to bring up during the videotape viewing, but we were both interested and amused at the story and the tape. Mary and I both laughed at how interesting Lolly's story is (Lolly is one of the main characters in the book). Mary liked the stories and especially enjoyed the book reviews at the end of the "Reading Rainbow" videotape.

After we viewed the videotape, I read the book while Mary followed along. I read the entire book, then we read it together and soon we will work on the book so that she can read it herself. Mary thinks her daughter will enjoy the book. She doesn't think the book will be too hard and said "Ann knows most of these words." This was our first meeting after the Christmas break. It was a comfortable session. Mary told me about how important it is for her to learn to read for her daughter. She's embarrassed when she

*Reading Rainbow featured book, Three by the Sea, Edward Marshall, New York: Dial Easy-to-Read, 1981.

doesn't know a word, and she has to make excuses for not being able to read and doesn't like doing that. She is embarrassed because she let her education go for so long.

We had a good session today. Mary seemed to comprehend the story well. She appears interested and seemed to grasp the "nouns" section (common, proper). Her interest and enthusiasm is still good. I feel I know Mary, and understand her skills better.

2/7/85

Today Mary and I began reading Three by the Sea . She had some problems though, and was only able to read three-fourths of the book. Mary is still enthusiastic about the book and we will soon be planning to bring her daughter, Ann, in to view the tape. Mary said "Ann really liked the tape last time. She's not like most kids -- she likes a lot of things." Mary felt that Ann would enjoy the Three by the Sea tape and also commented that she thought Ann knew all (or most of) the words in the book.

2/14/85

Today was the final meeting for reading Three by the Sea. Although in previous sessions Mary had shown proficiency in reading, I asked her to read it aloud to assure me that she's maintained her proficiency. She did extremely well and neither she nor I felt the need for further work on this book.

Before going on to a new book, I asked Mary if she would mind jumping back to some reading in Mystery on the Docks* (a book she has read earlier in the year), to see how well she has retained it over Christmas

*Reading Rainbow featured book, Mystery on the Docks, Thacher Hurd, New York: Harper & Row Trophy, 1983.

break and our weeks on Three by the Sea. Mary did not look overjoyed at the prospect and I wondered why. I asked and she said she wasn't too excited with that story. She liked Three by the Sea better. I was surprised and asked her why she didn't say anything before. She said that "It was O.K., I just didn't like it that much."

She read very well in Mystery on the Docks.

Our next session is with Mary's daughter Ann, and we will see the Three by the Sea video tape.

2/28/85

Mary's daughter came in to view the Three by the Sea tape today. The climate of the session was very relaxed. I would say it was like watching T.V. with a friend. Ann had seen one presentation of Reading Rainbow but she wasn't sure which one.

After, we discussed the tape. We all were impressed with the segment about making sand sculptures on the beach.

Anyway, after we discussed the tape, we did my prepared crossword puzzle. These words were all from the book and I also gave two answers from which to choose. Ann did much better on these than she did last time. This improved the whole atmosphere of the session. Ann not only enthusiastically did the half of the crossword puzzle I thought we would do in session, but went on and completed the homework part, too, in the session. She was excited and so was her mother.

Reading the book was quite easy for Mary. I am not surprised because it is a lower level book than she normally reads. Mary commented that there was no

unknown vocabulary. She feels comfortable with it already and read very well today. I feel it was a nice boost for her to read this book so quickly.

Mary expects to finish this book very soon and I do also. The only reason I see for not finishing this book is scheduling Ann in to see the tape.

Besides the book, I have used the tape recorder, homemade worksheets, Life magazine, a personal copy of a book, and lots of white paper. Also Mary now keeps a notebook.

Today was a very comfortable session; we were both relaxed.

Mary told me personal stories about her daughter's schooling and learning problems. Her daughter has had difficulty in the past.

We discussed how embarrassing it was for her to be unable to help her daughter to read.

She doesn't feel embarrassed with me, but she does with others. I try and tell her that we all have problems and she should be commended for working on hers.

I feel we are moving slowly but surely. I am very satisfied this semester and have a much firmer grip on what's happening in all aspects of tutoring.

Today I asked if she thought she was progressing. She said "yes" and "If I didn't, I wouldn't be here. I'm not that kind of person. "

3/14

Mary cancelled the session -- no babysitter. I'm disappointed, but have rescheduled the session.

3/19

Today we reviewed the homework from before break. Mary did really well on it. We then had an exam on

the parts of speech. We went through the whole exam and she did very well.

3/28/85

Well, today we found a new book to work with -- Hot Air Henry.^{*} I introduced Mary to the book by reading it aloud while she followed along. And then we reviewed some of our old vocabulary. Mary also commented again about how her daughter enjoyed Three by the Sea very much. I think this is because she is able to read it by herself. Her mother told me that she knew all the words.

After reviewing her vocabulary, we also did some work on words which can be used as both nouns and verbs. Her reading was very good and she was pretty accurate in her English.

Atmosphere was good as usual. I think we are both enjoying ourselves while we're working. Hope so.

4/18

It has been a few weeks since we have met and it is good to get back into the swing of things. Realizing that we only had three lessons left at the most made us decide to work on smaller things and not start on any book that we might not finish. There were three things we accomplished during this session. 1.) Mary learned about adverbs by putting them in sentences using the words from our vocabulary list. We also reviewed the vocabulary list. 2.) We worked on Mary's pronunciation of words by discussing the words in the sentences we created for learning about adverbs, and 3.) We finally read alternate pages

^{*}Reading Rainbow featured book, Hot Air Henry, Mary Calhoun, New York: William Morrow & Co., 1981.

of Hot Air Henry (she read first then I read).

She read with no problems except for a few vocabulary words that are noted for homework. Mary did very well on review of the past subjects covered. She also picked up quickly on the adverb lesson. She now has a working idea of nouns, verbs, adjectives and adverbs. This sounds like it isn't reading instruction especially and it isn't, but I think it still has been helpful. A large part of her reading problem has been in reading for comprehension. Knowing the difference between the parts of speech can make a big difference, especially in dealing with words with two meanings. Many nouns can be used as verbs and vice versa. Also we have incorporated the learning into the "Reading Rainbow" books.

The atmosphere was good. Both tutor and client were happy to get back to the session after our two missed weeks.

Written by John O'Toole for Collaborations for Literacy.

OUR COMMENTS ON JOHN'S LOG

John's personal log is an informal record kept over a period of several months and includes information about eight weeks of tutoring sessions. It is informative because it reports one tutor's tutoring plans and strategies as he designs lessons for a particular adult learner, Mary and her daughter, Ann.

It is also fascinating because it reveals insights about both John's and Mary's feelings as each makes progress as teacher and learner. Roles shift as Mary, an adult with poor reading skills, becomes able to teach and learn with her daughter, Ann, as a result of her interaction with John, the college work-study literacy tutor.

We can learn from each others experience so let's review a bit of what happened during these tutoring sessions.

John's teaching techniques include a joint selection of a book, one that Mary is able to read, which builds her self-confidence, and also which her daughter might enjoy. He capitalizes on the mother's skills and her knowledge about and interest in, her daughter, Ann, in selecting an appropriate book.

John explains to Mary what the book is about and what is to be learned from it. Sometimes he reads it aloud to her first, then they read it together.

During one session, John and Mary view a "Reading Rainbow" television tape together, in a relaxed fashion and discuss points about it they enjoyed. Later, he asks Mary to read through the book alone to check her skills and to build her confidence. Using

the vocabulary list from the book, John creates a puzzle that Mary and her child can do together. During the sessions he is teaching parts of grammar: nouns, verbs, and adverbs and he is also helping Mary improve her comprehension. Throughout the sessions, he is sensitive to her needs, listens to her fears and wishes, and adjusts his techniques to her skills and interests. Because Mary's motivation is directly related to her concern for her child, John's techniques and the use of children's books supports both Mary's learning and that of her child.

John's own feelings about tutoring, he reports, change gradually from initial nervousness to self-confidence. He feels he knows Mary's skills and interests, and he is confident that she is making progress. He is proud of her accomplishments and disappointed when she is unable to attend a session.

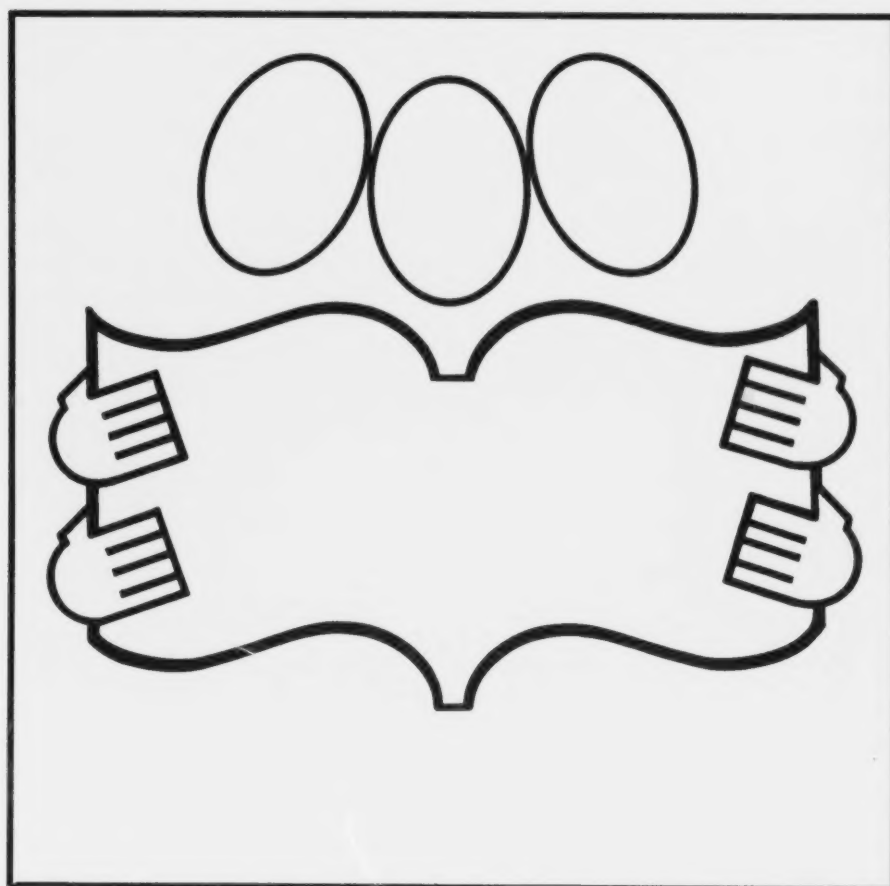
Mary discusses many of her feelings about being a poor reader with John. She tells of her personal embarrassment, and of her enthusiasm for finally improving her reading. She relates what she is learning to what her daughter might also like. Mary's strong concern for her daughter becomes a great opportunity for John to design an adult-child learning activity that they can all work together on, promoting enjoyment and mutual learning.

John's log is a particularly good example of the intergenerational approach we use in the Collaborations for Literacy reading project, because both Mary, the adult, and her daughter learn to read a book, an important and satisfying event for them all: the parent, child and tutor.

This log also discusses quite well the skills and

characteristics tutoring requires. An "ideal" tutor, according to adult learners in the Collaborations for Literacy program, is one who is on time, is prepared, is organized, takes an interest in another person, really listens, makes people comfortable and is interested in them, explains everything until it is understood, has a sense of humor and really loves the job.

A final note: tutors become "ideal." Although there are a few essential qualities necessary for a beginner, effective tutoring is largely an on-the-job learning experience.



4. Tutor Teaching Strategies

Created by Laura Winig for Collaborations for Literacy.
With Contributions by Ann-Marie Gritzuk, Marjorie Keys,
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INTRODUCTION

Tutor Teaching Strategies are methods devised by Collaborations for Literacy tutors to teach reading through the use of materials such as coupons, periodicals, sales circulars, maps, and household bills. We stress the use of everyday materials because your learners are exposed to them on a daily basis. Also, these are materials which your learners need to master in order to function in our society; adult learners need to be able to decipher bills, read their leases, use coupons and follow recipes.

Not being able to read these critical materials can have devastating results. Parents who can't read the antidote on a box of caustic detergent would find themselves helpless if their children accidentally ingest the poison. Tenants who can't read their leases might find that their rights have been abused by unscrupulous landlords. Consumers who can't read coupons and sales circulars may wonder why they spend more money than their neighbors do for identical products. Because adult learners need to read these common materials, we have devised teaching strategies for many of them.

The teaching strategies are created to supplement the existing learner curriculum. Teaching strategies are most often designed when a tutor sits down to develop his or her own lesson plans; as a result, a tutor will create a strategy that is then shared with the other tutors, to be incorporated in their lesson plans.

The strategies are indexed on page 109 by skill to be taught (e.g., sight words, visual learning skills, phonics, etc) and are classified by materials used (e.g., coupons, recipes, etc.) in the Table of Contents. Included in the description of each strategy are: preparation time needed, preparation materials needed, preparation steps, and instructions on how to use the strategy.

HOW TO USE THIS SECTION:

- STEP 1 - Determine which specific reading skill you wish to teach.
- STEP 2 - Locate that skill in the SKILL INDEX on page 109, and choose a strategy which you feel will be helpful to your learner.
- STEP 3 - Locate the strategy by page number.
- STEP 4 - Collect the materials listed under PREPARATION MATERIALS NEEDED.
- STEP 5 - Make sure you have enough time to complete the preparation steps; the PREPARATION TIME NEEDED line specifies the minimum amount of time necessary to prepare the strategy.
- STEP 6 - After you've completed the preparation steps, you are ready to use the strategy with your learner. Before you begin the lesson, be sure to read the HOW TO USE steps carefully.
- STEP 7 - Examples of some of the more complicated strategies are provided for you to use as models.

TUTOR TEACHING STRATEGIES

CONCENTRATION

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILLS: sight words

PREPARATION MATERIALS NEEDED: index cards (optional: multicolored cards), pen or magic marker, word list

PREPARATION TIME NEEDED: 10 minutes

PREPARATION STEPS

1. Choose a list of already known words which you would like to review.
2. Using sight word cards, write each word on two cards.
3. When working with a low-level reader, you may wish to use colored index cards. Put each pair of words on a differently colored card. It will make the game easier if your learner knows that, for example, both copies of the word "fish" appear on green cards -- it gives your learner another clue to work with.

HOW TO USE

1. Lay all the cards face down on the table.
2. Flip over two cards. If the same word appears on both cards, you then take possession of those cards. If they don't match, you must return the cards to their original face down position.
3. If you've found a match, you can continue to play; if however, the cards don't match, it becomes your learner's turn.
4. You continue to play until all the cards have been "won" by either you or your learner.
5. The winner is the person who holds the most matches at the end of the game.

ADDITIONAL COMMENTS

This is primarily a memory game. The players must remember where particular words are located and use that knowledge to make a pair.

CROSSWORD PUZZLES WITH LETTER CUES

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILLS: sight words/word recognition, spelling

PREPARATION MATERIALS NEEDED: pencil, paper, word list

PREPARATION TIME NEEDED: one and one half hours

PREPARATION STEPS

1. Devise a list of words you want to review with your learner.
2. Create a puzzle (see example).
3. Provide at least one very long or very short word for inclusion in the puzzle. This word will serve as the learner's starting point.

HOW TO USE

1. Have your learner fill in the puzzle, crossing off each word after it's used.

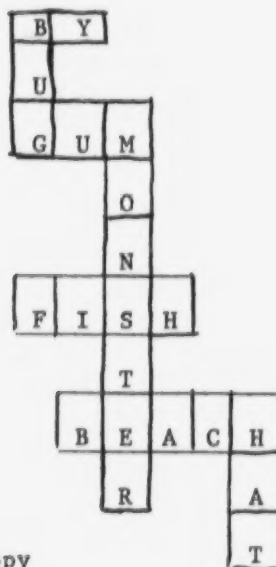
ADDITIONAL COMMENTS

See attached example.

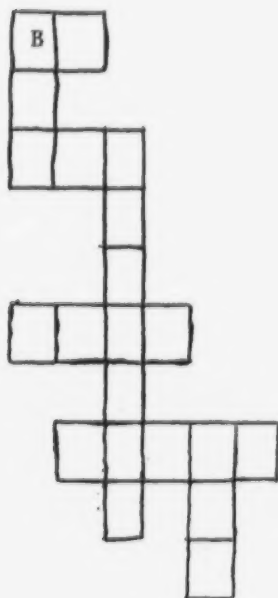
EXAMPLE -- CROSSWORD PUZZLE WITH LETTER CUES

1. Word List: beach, monster, bug, fish, hat, gum, by

2. Answer Key -- Tutor Copy



3. Final Product -- Learner Copy



beach
monster
fish
bug
hat
gum
by

CROSSWORD PUZZLES WITH CLUES

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILLS: sight words/word recognition, spelling

PREPARATION MATERIALS NEEDED: pencil, paper, word list

PREPARATION TIME NEEDED: one and one half hours

PREPARATION STEPS

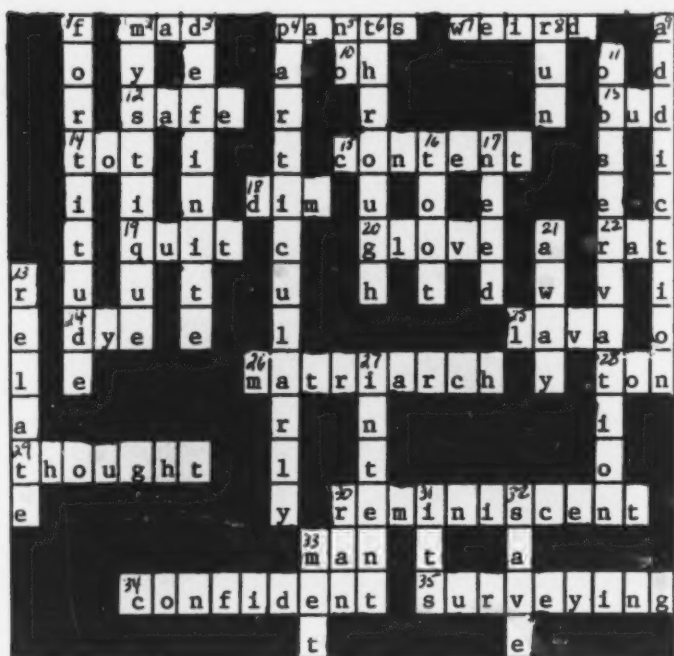
1. Choose words from a list of already learned words.
2. Write a clue for each word. Fill-in-the-blank clues work very well, but no matter what kind of clues you use, make sure they're very simple; games should be fun and challenging, not frustrating.
3. Make the crossword puzzle the same way you made the word search puzzle, but blacken the blanks instead of filling in more letters.
4. As an added aid to your learner, you may wish to type the answers to the clues at the bottom of the puzzle, or use the cloze procedure.

ADDITIONAL COMMENTS

See attached example.

EXAMPLE -- CROSSWORD PUZZLE WITH CLUES

NOTE: THIS PUZZLE IS TO BE USED WITH HIGH LEVEL READERS (above 4th grade)



ACROSS

2. _____ is a synonym for crazy. (happy, mad)
4. The old saying: "You have to put your _____ on one leg at a time", means that to reach your goals you must go step by step. (pants, socks)
7. The new punk look in clothing and hairstyles often seems _____ to me. (weird, thankful)
10. "____!" exclaimed the woman as she searched her purse, "I must have left my T pass at home!" (Hi, Oh)
12. The wealthy businessman kept his money in a _____ behind a painting in his living room. (safe, fishbowl)
13. It must be spring: this morning I saw a tiny green _____ on a tree branch outside my window. (robin, bud)

14. The _____ in the stroller was so cute that I really had to smile.
(cat, tot)
15. I am very _____; life seems rather beautiful to me now. (content, aware)
18. The _____ lights of the library make it hard to read. (zen, dim)
19. It is very hard to _____ smoking. (quit, like)
20. Michael Jackson wears a sequined _____ on his right hand.
(sunglasses, glove)
22. As I was walking by the river, a large, ugly _____ scampered in front of me. (fish, rat)
24. I decided to _____ my shirt another color. (dye, jump)
25. The volcano erupted and the streets of the nearby city were covered with _____. (water, lava)
26. The _____ is the female head of a family, and the patriarch is the male head of a family. (royalty, matriarch)
28. Sometimes when I'm carrying home my groceries the bag feels like it weighs a _____. (pound, ton)
29. I _____ that the coupons in the newspaper didn't expire until June, but the cashier said they had expired in April. (thought, through)
30. I have been enjoying the lovely weather lately because it is so _____ of last summer's warmth and beauty. (objective, reminiscent)
33. The _____ on the street corner asked me for spare change. (dog, man)
34. I am _____ that if I practice reading I will reap great rewards in the near future. (confident, special)
35. I was _____ the mess in the living room when my son ran in and threw his coat on the floor. (surveying, arguing)

DOWN

1. Davy Crockett and his men showed great strength and _____ in the battle for the Alamo during the Mexican-American war. (pessimism, fortitude)
2. "Star quality" and celebrities go hand in hand, the _____ of being famous is what give stars their specialness. (mystique, aggravation)
3. I called and made sure that I had a _____ chance at obtaining the apartment for this year. (definite, unusual)
4. I didn't _____ want to go food shopping, but my cabinets were empty. (importantly, particularly)
5. The sign said: "_____ Pets Allowed", so Wanda had to leave her dog outside while she went shopping. (True, No)
6. All _____ the night, I kept waking up. (though, through)
8. "Walk! Don't _____!", yelled the hall monitor as the children began to leave the classrooms for the day. (run, smile)
9. Cocaine can cause serious _____. (happiness, addiction)
11. The newspaper reporter wrote about the struggles in Lebanon, and made an intelligent and sensitive _____ of the effects of the horrors of war. (observation, request)
16. The Pied Piper could really _____ his flute! (twirl, toot)
17. When the weeks get crazy and I'm constantly running around, it is then that I really _____ a vacation. (need, follow)
21. I threw _____ the newspaper and forgot that I hadn't yet clipped my coupons. (away, across)
23. Parents sometimes find it difficult to _____ to their children. (review, relate)

27. The short-haired boy had an _____, trusting look which made me feel comfortable. (scary, intent)
30. I woke up late and _____ to catch my bus. (limped, ran)
31. The gray cat quietly licked _____ paws. (its, ours)
32. To _____ money, I clip coupons and try to shop at supermarkets that have double coupon days. (spend, save)
33. I _____ a very nice woman on the way home from work; we seemed to have a lot in common. (took, met)

SCRABBLE

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILLS: sight words/word recognition, spelling

PREPARATION MATERIALS NEEDED: word list, Scrabble board, pen or pencil

PREPARATION TIME NEEDED: 1. If list is already compiled, none
2. If list needs to be compiled, one hour

PREPARATION STEPS

1. Make up a word list of already known words (this game will be frustrating if the words are unfamiliar to the your learner). This game is primarily designed to be used as a reinforcer, not as a method of introducing new words. Suggestion: Use a Reading Rainbow word list from a book that has already been mastered, or any list of words which you want to review or reinforce.
2. Put the words in alphabetical order, and leave a few spaces between each letter category.
3. Arrange the Scrabble tiles so that they are all face up and in alphabetical order.
4. Explain to your learner that the two of you will alternate choosing words from the list and placing them on the Scrabble board. The words must connect in some way; they can not just be placed haphazardly on the board.

HOW TO USE

1. After a word is used, it should be crossed off the list.
2. Continue playing until you either:
 - a) run out of places to make new words
 - b) run out of letters
 - c) run out of words

ADDITIONAL COMMENTS

This game should not be scored; the game will stay friendly and be less frustrating that way. If, however, you play Scrabble with your learner on a regular basis, you may want to spice it up by keeping score or playing regular Scrabble.

WORD SCRAMBLE

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILLS: word recognition of technical vocabulary, spelling

PREPARATION MATERIALS NEEDED: paper, magic markers, pen

PREPARATION TIME NEEDED: one hour

PREPARATION STEPS

1. Decide what type of vocabulary you wish to teach (e.g., computer terminology). This strategy is especially effective if scrambled words go along with a theme and the theme can be portrayed graphically.
2. Draw a picture which expresses the theme (i.e., a computer screen for computer terminology). Choose target words. It's important not to frustrate your learner so choose words which your learner already knows or you would guess he knows.
3. Add scrambled words to the picture, along with simple directions at the top of the page.
4. Attach a page of the words in their unscrambled form so that your learner can check his answers.

HOW TO USE

1. Present the completed word scramble to your learner and discuss the following aspects: a) how to unscramble the puzzle, and b) the theme of the picture and the puzzle.
2. Work with your learner if he seems frustrated or unable to work out the words.
3. Talk about the words after the scramble is completed and perhaps create sentences with the words to reinforce usage and meaning.

ADDITIONAL COMMENTS

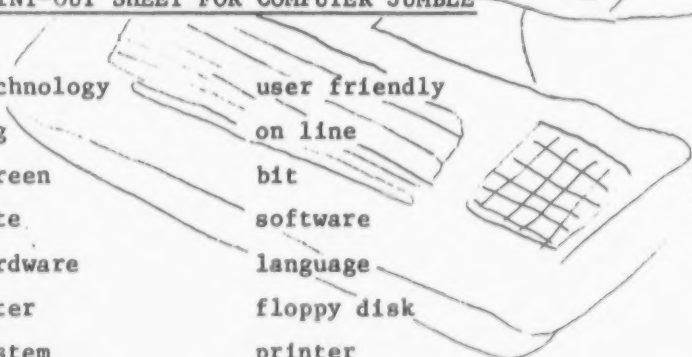
This strategy is designed for higher level readers. See attached example.

EXAMPLE -- WORD SCRAMBLE -- COMPUTER JUMBLE

This computer seems to have a few "bugs" in it! It had time to print out a list of the words and phrases on the screen before everything went haywire and got scrambled up. Try and unscramble the words on the computer screen to help "de-bug" the system and make this computer user-friendly once again (match your answers with the print-out sheet).



PRINT-OUT SHEET FOR COMPUTER JUMBLE



technology	user friendly
bug	on line
screen	bit
byte	software
hardware	language
enter	floppy disk
system	printer
disk drive	keyboard

WORD SEARCH

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILLS: spelling

PREPARATION MATERIALS NEEDED: word list, paper, pen or pencil

PREPARATION TIME NEEDED: one hour (which includes typing time)

PREPARATION STEPS

1. Make up a list of already known words.
2. Make up a word search puzzle.
 - A. Draw a graph (obviously the longer the words on your list, or the greater the number of words you're planning to use, the larger the graph should be).
 - B. Fill in the graph using words from your word list.
 - C. Fill in the remaining spaces with miscellaneous letters, making sure that you don't inadvertently create extra words.
 - D. Type your puzzle, leaving at least two spaces between each letter and each line.
 - E. After you type the puzzle, type the word list beneath it.

ADDITIONAL COMMENTS

If your learner is more advanced, you may want to exclude the word list, thereby providing more of a challenge. Also, because this is a solitary game, you may want to assign the puzzle as homework; it may make the two of you nervous to sit in silence as your learner works on the puzzle. See attached example.

EXAMPLE -- WORD SEARCH

1. Word List

bake, cook, chop, roast, mix, stir, broil, boil, beat, add, cream, blend.

2.

B	R	O	I	L			R		
A	D	D					O		
K			C	O	O	K	A		C
E			H				S	T	I
			O		B	E	A	T	E
			P						A
B	O	I	L		M	I	X		M
					B	L	E	N	D

3. Final Product -- Learner Copy

B R O I L A D E R S L X
A D D N A S T A O B P Q
K A N C O O K R A C O C
E L X H C R N L S T I R
X N P O D B E A T E D E
P R W P E P L F G K H A
B O I L F M I X M N J M
T E A N S P B L E N D I

word list

bake, cook, chop, roast, mix, stir, broil, boil, beat, add, cream, blend.

ALPHABETIZING -- REFERENCE BOOKS

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILLS: alphabetizing, life experience skills, locating information

PREPARATION MATERIALS NEEDED: index cards, magic markers, dictionary, phone book

PREPARATION TIME NEEDED: five minutes

PREPARATION STEPS

1. Print the alphabet across the top of an index card.

HOW TO USE

1. Explain the theory behind alphabetizing words in dictionaries and names in phone books.
2. Explain the components of each (e.g., guide words, categorization of Yellow Pages, etc.).
3. Have your learner choose three names from the phone book (try using friends' or relatives' names). Using the alphabet as a guide, have your learner put them in the correct alphabetical order.
4. Have your learner choose three words (words that she is already able to read) from the dictionary. Using the alphabet as a guide, have her put them in the correct alphabetical order.
5. Next, give your learner three names and ask her to locate them in the phone book. Repeat this step with words from the dictionary.

COUPONS

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILLS: sight words/word recognition, locating information

PREPARATION MATERIALS NEEDED: index cards, pen or pencil, magic marker, food labels with matching coupons

PREPARATION TIME NEEDED: 10 minutes

PREPARATION STEPS

1. Collect grocery coupons from newspapers or magazines.
2. Make up sight word cards for the words listed in #3 of the HOW TO USE section.

HOW TO USE

1. Show your learner how to determine the monetary worth of the coupon. Your learner must also be able to tell what quantity of a particular item must be purchased in order to obtain that savings (e.g., 20¢ off when you buy three rolls of bathroom tissue).
2. Explain that most products are measured in terms of ounces or grams. Explain that some coupons require that you purchase a certain size. Bring in food labels and show your learner where the weight is specified on the label.
3. As sight words, teach: EXPIRATION, DATE, COUPON, STORE, MANUFACTURER, OFF, OFFER, SAVE, etc.
4. A picture of the product almost always appears on the coupon. Obtain food labels and play a matching game with your learner; have your learner match the coupon with the correct label. This exercise will help your learner spot the item in the supermarket.
5. If time permits, you may want to teach a few "food words" each week. Keep your lessons uniform by choosing a different category each week (e.g., meat words, frozen foods, vegetables, etc.).
6. Go to the supermarket where your learner shops. Write down which types of foods can be found in each aisle. Next, review this information with your learner. Teach your learner to read the aisle signs.

READING FOOD LABELS

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILLS: life experience skills, locating information, following directions, sight words/word recognition

PREPARATION MATERIALS NEEDED: food labels, scissors, index cards, magic marker, pen or pencil

PREPARATION TIME NEEDED: 15 minutes

PREPARATION STEPS

1. Cut out food labels.
2. Write the names of the corresponding foods on sight word cards.
3. Create a fill-in-the-blank quiz. Put each question on a separate card and assign a label to each card. Beneath each question, give your learner a choice of three answers. When your learner becomes more proficient, you may wish to exclude the choice (see attached example).

HOW TO USE

1. Teach your learner the symbols for the different measures of weight (oz., grams) and show her where they're usually located on labels. Teach your learner to compare prices by comparing products by weight.
2. Do not waste time teaching brand names; at this point they aren't the most important factor in learning to read labels. Your learner needs to be able to scan the label to find out simply what the product is (for example, coffee -- not Maxwell House, or bananas -- not Chiquita). To teach this, you may want to cut labels apart and have your learner match the picture on the label to a sight word card which bears the name of the food.
3. If your learner is on a special diet, show her where to find the nutritional information (e.g., number of calories, % of certain vitamins, etc.).
4. Next, show your learner where to find the products' contents listing. Explain that the ingredients are listed in order of the amount contained in the product. In conjunction, you may wish to teach sight words such as sugar, salt, natural, artificial, etc.
5. Give your learner the fill-in-the-blank quiz.

EXAMPLE- READING FOOD LABELS FILL-IN-THE-BLANK QUIZ

This product weighs		
_____ ounces.		
10	2	35

This product _____		
be kept frozen.		
can	can't	must

Corresponding Labels:

JUICY DRINK
FRUIT JUICE
1% NATURAL
10 oz.

WHIRLY BIRD ICE CREAM	
ALL NATURAL INGREDIENTS	
SERVES 8	1LB.

READING MEDICINE LABELS

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILLS: life experience skills, locating information, following directions, sight words/word recognition

PREPARATION MATERIALS NEEDED: medicine labels, index cards, pen, magic marker

PREPARATION TIME NEEDED: 15 minutes

PREPARATION STEPS

1. Cut out medicine labels.
2. Make up sight word cards for the words listed in #2 of the HOW TO USE section.

HOW TO USE

1. Preface your lesson by asking your learner never to take or administer any medication unless he understands how to determine the dosage, and is aware of any warnings or side effects. Tell your learner that he should feel free to call you any time if he has any doubt about how to use the medication.
2. Again, brand names are not important when reading labels on medication. However, there are many, many sight words you can work on (e.g., capsule, tablet, dosage, aspirin, pain, reliever, every ____ hour(s), warning). You may be able to make the task easier by asking your learner to bring in medication which he is presently using, (aspirin, cough medicine, prescription drugs, etc.) and helping him to read these labels first.
3. When teaching medicine labels, the most important aspects to teach are: dosage, what type of ailment the medication relieves, warnings and restrictions, and possible side effects.
4. When you conclude the session, give your learner the phone number for the Boston Poison Control Center 232-2120. Explain to your learner that this is the number to call in the case of over-medication or if their child accidentally gains access to harmful medication.

USING MAGAZINES AND PERIODICALS

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILLS: reading comprehension, life experience skills, locating information, sight words/word recognition

MATERIALS NEEDED: pen or pencil, magazine or newspaper

PREPARATION TIME NEEDED: none

HOW TO USE

1. Choose a magazine or newspaper which is of interest to your learner.
 2. LOW-LEVEL READERS: Have low-level readers circle familiar letters or words, locate the table of contents, and try to identify pictures of television or film personalities and then match the name to the person.
- HIGH LEVEL READERS: Have higher-level readers read selected sections.

ADDITIONAL COMMENTS

See attached example.

EXAMPLE -- TV GUIDE

Most of your learners would find it difficult to read the TV Guide cover to cover, but they should be able to familiarize themselves with the guide so that it can be of use to them.

1. Help your learner find the page which lists all of Boston's broadcast and cable channels. Explain that channels that can be received in Boston (without cable) appear in black, and those broadcast from outside the area appear in white and are outlined in black and white.
2. Make a list of television sight words: e.g., MOVIE, PROGRAM, DRAMA, COMEDY, SERIAL, NEWS, TELEVISION, TV, etc.
3. Cut out advertisements from the TV Guide and have your learner match the show in the ad, to the listing in the guide.
4. Find a movie listing. Have your learner decide:
 - A) What year it was made
 - B) How long it runs
 - C) If it's a repeat or premiere
 - D) If it's closed captioned (NOTE: you may have to explain what closed captioning is)
5. Ask your learner to name her ten favorite television programs. Put the names of the programs onto cards and teach them as sight words. Next, have your learner locate the shows' listings in the TV Guide.

RECIPES

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILLS: following directions, life experience skills, sight words/word recognition, locating information

MATERIALS NEEDED: recipe file, index cards, pen or pencil, stapler or rubber cement

PREPARATION TIME NEEDED: none

HOW TO USE

1. Obtain a recipe file and index cards.
2. Ask your learner to either dictate his recipes to you, (if your learner cooks, you will probably find that he has his recipes memorized) or have your learner write them down.
3. If your learner dictated the recipe, teach the most salient words as sight words.
4. Have your learner read his recipe. NOTE: Use your learner's recipes as a preparation for reading recipe books and recipe sections from magazines and newspapers.
5. Have your learner watch for newspaper or magazine recipes. Have him cut them out and bring them to your sessions.
6. Staple or rubber cement the recipes to index cards, after you're sure your learner can read them.
7. Help your learner arrange his recipes into categories (e.g., meat dishes, salads, appetizers, etc.) and file them in the recipe file for easy reference.
8. Make sure your learner is familiar with liquid and solid units of measure, (e.g., cup, ounce, pound, etc.) as well as their abbreviations.
9. RELATED ACTIVITIES:
 - A) Tell your learner about various cooking shows on television, and how to write to the producers of the show to obtain recipes. (e.g., Julia Child-type shows)
 - B) Have your learner try one of the magazine recipes that he has found. Have him bring in some of the finished product so you can have a taste.

SALES CIRCULARS

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILLS: life experience skills, locating information, sight words/word recognition

PREPARATION MATERIALS NEEDED: sales circular, index cards, magic marker, pen or pencil

PREPARATION TIME NEEDED: five minutes

PREPARATION STEPS

1. Write sight words from the sales circular on index cards.

HOW TO USE

1. It is impossible to teach your learner every word that she might find in a sales circular. Instead, teach those words which are crucial to understanding the circular. Teach sight words such as: SALE, PRICE, REGULARLY, NOW, EACH, etc.
3. Show your learner where to locate:
 - A) the sale dates
 - B) the store address
 - C) the name of the store -- use store logo and store name in a matching game to help your learner recognize it on a circular
 - D) the sale price and regular price of a particular product
4. Encourage your learner to use the pictures to identify the products, until she is able to read the products' names.

EXPERIENCE STORY PICTURE BOOK

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILL: writing skills,
experience stories

PREPARATION MATERIALS NEEDED: magazines, scissors, glue, paper

PREPARATION TIME NEEDED: one hour

PREPARATION STEPS

1. Choose a variety of non-related magazine pictures (i.e., picture of a boat, a woman, office supplies, and a soft drink).
2. Cut out the pictures.
3. Fold sheets of construction paper in half (one sheet for every two pictures) and staple them together at the crease to form a book.
4. Glue each picture on a separate page, but be sure to put a picture of a person or an animal on the first page.
5. Leave at least three inches of space at the bottom of the page. In this space, paste a section of white lined paper.

HOW TO USE

1. Starting with the first picture, have your learner make up a story which includes all the items pictured in the book.
2. If your learner is proficient in writing, have him write the story. If he is not, have him dictate the story to you.

OBJECT LABELLING

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILLS: sight words/word recognition

PREPARATION MATERIALS NEEDED: 2" x 4" sheets of white paper, black magic marker, scotch tape

PREPARATION TIME NEEDED: five minutes

PREPARATION STEPS

1. Identify appliances or household items which your learner wishes to learn (i.e., refrigerator, mirror).
2. Write these words on 2" x 4" sheets of unlined, white paper.

HOW TO USE

1. Have your learner bring the words home and tape them to the corresponding appliances or household items.
2. Tell your learner that each time she uses the item (e.g., opens the refrigerator) she should look at the word and form an association between the word and the object.
3. At the end of the week, you can quiz your learner by drawing pictures of the objects and having her match the correct word to the object.

ADDITIONAL COMMENTS

Words should be changed each week. NOTE: This method can be used with all nouns using magazine pictures instead of household objects.

SIGHT WORDS PICTURE BOOK

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILL: sight words

PREPARATION MATERIALS NEEDED: magazines, scissors, glue, paper

PREPARATION TIME NEEDED: one hour

PREPARATION STEPS

1. Choose a topic which interests your learner (i.e., mechanics, cooking, clothing, etc.).
2. Find magazines which deal with these themes (i.e., Woman's Day for cooking or Vogue for clothing).
3. Cut out pictures which will convey the themes.
4. Fold each sheet of construction paper in half and staple them together at the crease to form a "book."
5. Glue each picture on a separate page, and make sure to leave at least three inches of space at the bottom of each page.
6. With thick, black magic marker, write a one-word description of each picture. For example, in the cooking book, you might want to find pictures of: PIE, CASSEROLE, CHICKEN, etc. In the clothing book, you would see pictures with corresponding captions such as SKIRT, BLOUSE, DRESS, JEANS, etc.

HOW TO USE

These words can then be taught as sight words; your learner will be able to make a visual connection between the picture and the word.

USING A TAPE RECORDER AS A LESSON SUBSTITUTE

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILL: listening
comprehension, consonant sounds, phonics, spelling

PREPARATION MATERIALS NEEDED: tape recorder, lesson plan

PREPARATION TIME NEEDED: variable; depends upon the amount of material
you will include on the tape

You may find that when you return from an extended vacation your learner has forgotten a great deal of material. This is generally due to the lack of reading reinforcement that is available while you're away. In cases such as these, it is advisable that you tape record lessons and have your learner work on them while you're away. Word patterns, spelling words, and phonics are all easily transferable from print to tape.

USING A TAPE RECORDER FOR LISTENING WITH A CHILD

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILL: listening comprehension

PREPARATION MATERIALS NEEDED: tape recorder, children's book

PREPARATION TIME NEEDED: variable; depends on the length of the book

After taping the sentence by sentence reading on one side of the tape, you may wish to tape a "straight reading" (reading the book from start to finish with no pauses) on the other side of the tape. Your learner may use this side for a number of purposes:

1. To give himself a break from concentrating on the line-by-line reading method
2. To help develop good listening comprehension skills
3. To read the book with his child. This tape will be especially useful if your learner wants to familiarize his child with the book, but he's not yet comfortable enough with it to read it himself.

PREPARATION STEPS

1. Before you start reading the story, mention the title, author and illustrator of the book.
2. During the reading, be sure to read slowly, clearly and with feeling! You're reading a story, so BE A STORYTELLER!
3. Use your imagination. If it's appropriate to the storyline, use sound effects. (i.e., door slamming, crowd noises, footsteps, etc.) Roommates can be great crowds, general background noises, and barnyard animals.
4. Remember, this tape is going to be used by both the adult and the child. If the child uses it alone, she may not know when to turn the page. Before you begin reading, establish a "code" (e.g., rapping on the table) which you will use to signal the child to turn the page.

USING A TAPE RECORDER FOR READING

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILLS: reading fluency and proficiency

PREPARATION MATERIALS NEEDED: tape recorder, book

PREPARATION TIME NEEDED: variable; will depend upon the length of the book

If you want your learner to work on a Reading Rainbow book at home, but he is not yet completely comfortable with the material, you can tape record the book.

PREPARATION STEPS

1. On tape, tell your learner that you will be reading the book one sentence at a time (If necessary, you may need to incorporate a section on sentences. It may be difficult for your learner to tell where sentences begin and end, so you may want to help them spot clues such as periods and other final punctuation, capitals, etc.). First, your learner will try the sentence, then you will read it. He can check his reading against yours for missed words or mistakes.
2. Leave approximately 30 or 40 seconds of blank tape between the time you request he begins and the time you read the first sentence; this should give him plenty of time to read the first sentence.
3. When you begin to record the sentences, speak very, very, slowly and as clearly as possible.
4. After you finish a sentence, keep the tape running and remain absolutely silent. This pause is giving your learner time to read the next sentence; if you make any noise, (e.g., shuffling, coughing) the distraction may break his concentration.
5. During your "moment of silence," look at the next sentence. Read the sentence (silently) four or five times. (We are assuming that your learner's reading speed is four or five times slower than yours. By the time you finish reading it silently, your learner should be finished reading it aloud.) Now read the next sentence.

ADDITIONAL COMMENTS

This technique allows your learner to hear immediate feedback on difficult words and may answer questions that you're not there to answer.

USING A TAPE RECORDER FOR SPELLING

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILL: spelling

PREPARATION MATERIALS NEEDED: tape recorder, list of spelling words

PREPARATION TIME NEEDED: variable; depends on the amount of material you intend to record

PREPARATION STEPS

1. Choose a list of words, preferably a related, categorized listing (e.g., cooking words, foods, etc.).
2. Tape the spelling words using the following guidelines:
 - A. Tell your learner she will need a sheet of lined paper and a pencil.
 - B. Explain on tape that:
 1. You will say the word
 2. Spell the word (at which point they will write it down)
 3. Say the word again
 4. Ask your learner to repeat the word
 5. Re-spell it (in case your learner missed a letter, or in case she wants to check her spelling)
 6. Put the word in a sentence
 - C. Tape the list according to these guidelines.
3. Once your learner masters the words, you may want to "test" her on them.

ALPHABETIZING -- ALPHABET CARDS

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILLS: consonant sounds, alphabetizing

PREPARATION MATERIALS NEEDED: index cards (cut in half), magic marker

PREPARATION TIME NEEDED: five minutes

PREPARATION STEPS

1. On each index card, write a letter of the alphabet.
2. Next, shuffle the cards.
3. On a separate card, write all the letter across the top of one index card; this card will serve as your learner's guide.

HOW TO USE

1. Have your learner choose three alphabet cards at random.
2. Using the index cards as a guide, have your learner place the alphabet cards in the correct alphabetical order. ADDITIONAL: If your learner is able to identify letter sounds, you could ask him to give you words in which the initial sound is the letter he is alphabetizing. The three words could then be arranged into a "silly sentence".

ADDITIONAL COMMENTS

This strategy should only be used with learners who are already familiar with the alphabet. See attached example.

EXAMPLE -- ALPHABET CARDS

Your learner chooses the letters T, S, A. He alphabetizes them, and thinks of a word to correspond with the sound of each letter.

A	S	T
Ann	Smokes	Trees
I	O	U
Indians	Own	Uniforms

CLOZE SPELLING

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILLS: consonant sounds, vowel sounds, spelling

PREPARATION MATERIALS NEEDED: pencil, paper

PREPARATION TIME NEEDED: 10 minutes

PREPARATION STEPS

1. Choose five words which your learner is already able to read proficiently. NOTE: Do not choose words with irregular spellings or silent letters (e.g., blue, thought).
2. Select the first word and write it on a clean sheet of paper. In a list under the word, write the word several times, each time eliminating a letter and replacing it with a blank.

HOW TO USE

1. Have your learner read the word and then spell it out loud.
2. Have your learner fill in the blanks, using the sounds of the letters as an aid.
3. After each word in the sequence is completed, cover it with an index card and have your learner go on to the next word.
4. Have your learner spell the word aloud as she fills in the blanks.

ADDITIONAL COMMENTS

This pattern can be altered so as to drill only for initial or final consonant sounds, or to reinforce word patterns. This strategy should be used to review material which your learner has already mastered. See attached example.

CLOZE SPELLING EXAMPLE

remember

r-member

r-m-mber

r-m-mb-r

-e-e--e-

CONTEXT CLUES

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILL: sight words/word recognition, vocabulary building

PREPARATION MATERIALS NEEDED: pen or pencil, paper

PREPARATION TIME NEEDED: 20 minutes

PREPARATION STEPS

1. Create a list of vocabulary words you wish to teach.
2. For each word, create two sentences which each use the word as a different part of speech (e.g., one as a noun and one as a verb). For example,

WORD: Record

- A. I'm going to play my new Beatles _____.(noun)
- B. Let's _____ that television show on videotape.(verb)

WORD: Color

- A. I am blue; I am a _____.(noun)
- B. I bought my daughter a coloring book to _____ in.(verb)

HOW TO USE

1. Give your learner the list of vocabulary words.
2. Ask your learner to read each sentence (or you can read them aloud if they are too difficult for your learner) and decide which vocabulary word fits in the sentences.

HOMONYMS

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILL: homonyms

PREPARATION MATERIALS NEEDED: index cards, pen or pencil, paper

PREPARATION TIME NEEDED: 10 minutes

PREPARATION STEPS

1. Choose homonyms which are familiar to your learner, and are frequently used in reading and writing (e.g., too, to, and two).
2. Write each homonym on an index card.
3. On a sheet of paper, write four sentences which include each of the homonyms (e.g., "TWO FISH SWAM TO THE VOLLEYBALL GAME SO THEY COULD PLAY, TOO").
4. Next, write four more sentences, but substitute blanks for the homonyms.

HOW TO USE

1. Explain to your learner what homonyms are.
2. Discuss the spelling and definition of each homonym.
3. In your sentences, have your learner underline each homonym and give you a definition of the word in its context (the two fish wanted to play also).
4. In your sentences with blanks, have your learner fill in the correct homonyms using the index cards as clues.

ADDITIONAL COMMENTS

After your learner has mastered ten homonyms, you can review them by using the index cards to play concentration.

WHAT AM I?

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILL: sight words/word recognition, vocabulary building

PREPARATION MATERIALS NEEDED: pen or pencil, paper

PREPARATION TIME NEEDED: 20 minutes

PREPARATION STEPS

1. Create a list of vocabulary words you wish to teach.
2. For each word, create at least four sentences which will serve as clues to help your learner identify the word. For example, if the word is telephone, your clues would be:

- A. I have a cord.
- B. I have a handle.
- C. I can be rotary or touch tone.
- D. I ring loudly.

What am I?

Try to make a few extra clues in case your learner is unable to guess the word from the clues you've provided.

HOW TO USE

1. Give your learner the list of vocabulary words.
2. Ask your learner to read each sentence (or you can read them aloud if they are too difficult for your learner) and decide which vocabulary word fits the definitions.

ADDITIONAL COMMENTS

This strategy can be adjusted for high-level readers by either providing fewer clues or eliminating the vocabulary list.

ALTERNATING SENTENCE EXPERIENCE STORIES

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILL: experience stories, grammar, sight words/word recognition, vocabulary building

MATERIALS NEEDED: paper, pen or pencil

PREPARATION TIME NEEDED: none

Sometimes, it is difficult to trigger an experience story from your learner; he may be shy, bored, or may simply not wish to share his thoughts with you. If you seem to be having such a difficulty, try co-authoring the experience story.

HOW TO USE

1. You supply the first sentence (i.e., I hate taking cough syrup in the winter.).
2. Next, ask your learner to continue the story by giving you the second sentence (i.e., I also hate taking aspirin.).
3. Continue in this manner until you feel the story is long enough, or until it comes to a natural conclusion.

ALTERNATING WORD EXPERIENCE STORIES

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILL: experience stories, grammar, vocabulary building, sight words/word recognition

MATERIALS NEEDED: pen or pencil, paper

PREPARATION TIME NEEDED: none

This method is similar to the alternating sentence method, except that instead of alternating sentences, you and your learner will alternate words.

HOW TO USE

1. Follow the method described in alternating sentence experience stories, but alternate by each word.

ADDITIONAL COMMENTS

There are advantages to using the alternate word as opposed to the alternate sentence method of writing an experience story.

- A. You have greater control over the content of the story. It is very easy to slip in vocabulary words that you may wish to work on.
- B. The stories that are generated by the alternate word method almost always become humorous and may "lighten" a tense session.

Unfortunately, there are also disadvantages to this method.

- A. Sometimes, your learner may give you words which don't really fit into the sentence. For example, your learner may give you a noun when a verb is really needed, or a pronoun when the sentence requires an adverb.
- B. You must determine where and when to punctuate the sentences and when to begin new sentences. Also, when you have completed the experience story, you may find that it requires light editing.

BLANK BOOK

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILL: handwriting skills

MATERIALS NEEDED: paper, pen or pencil

PREPARATION TIME NEEDED: none

Once your learner has written a few experience stories, you may want to have her write them into a blank book. A blank book is a bound, hard-covered book in which all the pages are blank. Stores that sell blank books usually display them as books for religious inspirations, but they are readily adaptable to our purposes.

ADVANTAGES

1. Your learner will have an opportunity to practice her handwriting on a regular basis.
2. Your learner will derive great pleasure and satisfaction (we hope) from the exercise because you consider her work worthy enough to be written into a book.
3. If you like, you can give the book a theme -- children's short stories, for example -- and write each experience story to fit the theme.

WRITING A DICTIONARY

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILLS: vocabulary building, writing skills, spelling, grammar

PREPARATION MATERIALS NEEDED: the book the learner is reading, paper, pen, dictionary

PREPARATION TIME NEEDED: one hour

PREPARATION STEPS

1. Choose words from your learner's book which he is able to read, but unable to define.
2. On a sheet of unlined white paper, type the words in a column flush with the left margin. Be sure to leave at least eight spaces between each word.

HOW TO USE

1. Help your learner locate the words in the dictionary. If a word is a proper name or place, locate it in the book.
2. Have your learner write a definition (IN HIS OWN WORDS) of the word.
3. Have your learner use the word in a sentence, and write that sentence next to the definition.

WRITING ESSAYS

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILLS: vocabulary building, writing skills, grammar

PREPARATION MATERIALS NEEDED: paper, pen or pencil, eraser

PREPARATION TIME NEEDED: 10 minutes

PREPARATION STEPS

1. Create a list of at least ten essay topics. Make the topics as diverse and light as possible (i.e., IF I WON THE LOTTERY, IF ELEPHANTS COULD FLY, A DAY IN THE LIFE OF A COKE MACHINE).

HOW TO USE

1. Have your learner choose a topic which interests her or let her make up her own.
2. Ask her to first think about what she wants to write -- what points she will make, what type of vocabulary she will need to use.
3. Help her identify specific vocabulary words that she may need to use (i.e., if writing about a Coke machine, you would need to mention the selector panels, coin slot, change return, etc.).
4. Explain the components of an essay: introduction, body, conclusion.
5. Your explanation might sound something like this:

WHEN YOU WRITE AN ESSAY, YOU MUST START BY TELLING YOUR READERS WHAT YOU'RE GOING TO BE WRITING ABOUT. (give your learner an example of how confusing a story is without an introduction; start your story in the middle of the action. Ask your learner if she knows what you're talking about. She will say no, and you will then reiterate that the purpose of an introduction is to supply the necessary beginning of the essay)

THE MEAT OF THE ESSAY IS THE BODY. HERE, YOU WILL MAKE ALL YOUR POINTS, SUPPORT THEM WITH DETAILS AND STATE YOUR OPINIONS.

THE CONCLUSION CAN BE THOUGHT OF AS A SUMMARY. HERE, YOU WILL BRIEFLY DISCUSS WHAT YOU'VE FOUND THROUGH WRITING YOUR ESSAY.

6. Have your learner write an essay using the topic she's chosen.
7. Discuss the essay.

ADDITIONAL COMMENTS

If you wish, you can have your learner write her essays into a blank book. (See BLANK BOOK in the Tutor Teaching Strategies Table of Contents.)

WRITING FOR A CHILD

THIS STRATEGY IS USED TO TEACH THE FOLLOWING SKILL: grammar, writing skills

MATERIALS NEEDED: paper, pen or pencil

PREPARATION TIME NEEDED: none

If your learner is interested in reading children's books, why not write one instead. It is a time-consuming project, but one which is greatly rewarding to the learner and his child. If you follow these steps, you should be able to produce a well-written, coherent book in about a month.

HOW TO USE

1. Discuss the project in length with your learner. Explain the process completely, and quell any anxieties that might be voiced. Your learner may feel that he is incapable of completing such a huge task, but if you explain that writing can be easy and enjoyable, and that you will be by his side throughout the project, he will become enthusiastic.
2. Ask your learner about his child's interests, and use those interests to develop a theme. For example, if the child plays with trucks, you can write a story about huge trucks taking over the world. Remember, any theme within the bounds of imagination can be written into a story; don't discourage outrageous themes. Themes can be drawn from children's toys, hobbies, favorite cartoon and television characters, and the like.
3. After you decide on a theme, you need to choose characters. Again, they could be cartoon characters, TV personalities, pets, friends, or just made-up characters. Keep the number of characters as limited as possible; the more characters you use, the more confusing the dialogue and plot become. Set the limit at five characters.
4. Next, decide on a setting. For example, the story can take place in a house, or in a country field, or in outer space.

NOTE: DETAIL THE PRECEDING STEPS AS COMPLETELY AS POSSIBLE. THE MORE DETAIL YOU HAVE, THE EASIER IT WILL BE TO WRITE THE STORY.

5. Now it is time to formulate the plot. You can't just start writing, you need a plan of action -- namely, a plot outline. Do a chronological plot outline, making sure the story will have a substantive beginning, middle and ending.

6. Now comes the easy part -- writing the book. You already have a theme, characters, setting and a plot, so the actual writing should not be overly time-consuming.

- A) Allow your learner to phrase the sentences. Write them down exactly as they are dictated (or, if your learner is comfortable writing, let him write the story). Make sure your learner understands that after the book is written, you will go back and edit the copy (proofread, if you will).
- B) If your learner gets "writer's block" or seems to need help phrasing a sentence, don't hesitate to supply him with a sentence, or at least some new ideas.
- C) Remind your learner to keep the sentences short and simple. Remember, you're writing for a child.
- D) When you edit the book, clean up the grammar and punctuation. Limit the number of sentences on a page to three or four at the most. Also, make sure there is a natural break from one page to the next.

NOTE: AFTER YOU EDIT THE COPY, MAKE SURE YOUR LEARNER APPROVES OF THE CHANGES BEFORE YOU TYPE THE FINAL COPY. REMEMBER, IT IS HIS BOOK.

- E) If your learner is artistically inclined, you might suggest that he do the book's illustrations. Or, suggest that the child draw the pictures. Another variation -- have your adult outline the pictures in black magic marker and have the child color in the pictures.

F) FORMAT

1. Type up the copy, numbering at the bottom of each page.
 2. Illustrate a cover and title page, giving author credits to your learner, and illustration to either your learner or the child, depending on who does the illustrations, of course.
 3. Have the book bound. Ask for a colored cover and extra heavy poundage on the paper. Be sure to make an extra bound copy for the tutoring project.
- G) Make sure your learner is able to confidently read the story before he takes it home to her child.

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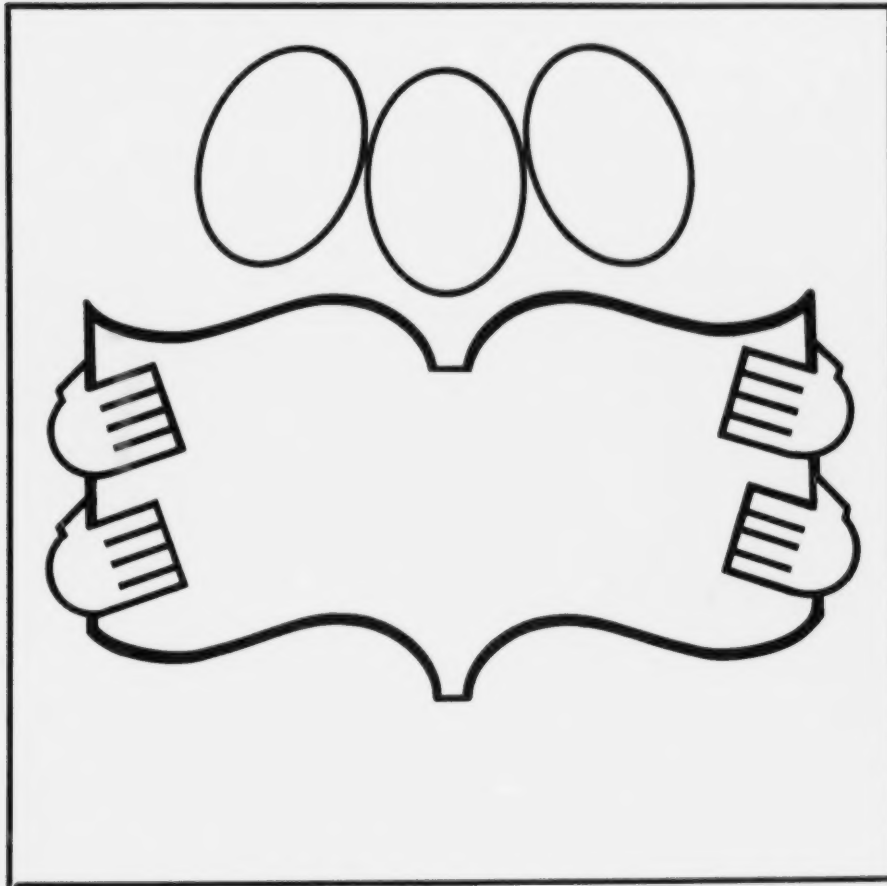
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5. Tutor/Adult/Child Activities

Created by Michelle Staryos for Collaborations for Literacy.

INTRODUCTION

Collaborations for Literacy uses an intergenerational approach in teaching adults how to read. Intergenerational means that as the adults learn to read, they are encouraged and taught how to use their skills to read aloud to their children. In this way, not only do the parents increase their reading skills, but they help their children prepare for reading and writing as well. Research related to children who read early, reveals that in every case, children have been read to at home on a regular basis.

By reading to and with children, adults are helping them to develop many skills. Reading to children provides the language background necessary for learning to read. For example, before children can read words they must have experience listening to and saying those words. If children have never heard a word used, then even if they learn to identify it, they will not understand what it means. The language of books is more complex in vocabulary and sentence structure than conversational speech or than the dialogue most often heard on television. Adults can help children become familiar with the grammar of the English language by providing a picture of how sentences are written. Reading to children also expands their knowledge and range of experience, helping them to become familiar with people they may never meet, and places and events they may never see. Reading to children helps the child develop the concept of what a story is which will contribute to their ability to remember stories that they hear. In addition, having an understanding of the major parts of a story helps children to learn to write their own stories.

By reading to and with children, adults are providing a model which says that reading and learning are important. Adults are also showing children that reading is valued. Children who are talked to and loved will respond and develop more rapidly than those whose needs aren't met. Reading time provides a perfect opportunity for parents to "get to know" their children.

Adults who read are helping children to develop an interest in books and to realize that they are important. Parents are also improving

children's chances of success at reading in later grades. Reading to a child:

- * introduces him/her to the structure of our language,
- * helps the child develop the skills necessary to learn to read by him or herself,
- * helps to develop pre-reading skills and reinforces elementary school learning and
- * helps the child feel secure that the parent will provide educational support once he or she has entered school.

For many of the adults in our program, this is the first time that they've had the reading skills necessary to read a story to their children. The parents need to learn not only the vocabulary in the story, but also how to read that story aloud to their children. The following list of suggestions may be helpful in preparing your learner to read aloud to his or her children.

1. Remind the parents to first tell their child the name of the book, followed by the name of the author and illustrator and to then introduce the characters and plot of the story before starting to read. Have the parents encourage the child to predict what might happen in the story. For example, "In this story, the children visit a zoo. What do you think they might see?"

2. Help the parent to choose books and times for reading aloud. A fidgety child forced to listen to a book of little interest will develop a negative attitude towards reading. Keep the "read aloud" period brief enough to hold the child's attention.

4. Tell the parent to answer children's questions during reading and to encourage the child to predict what might happen next in the story. Teach the parent to stop at appropriate points in the story to have the child predict what could happen next.

5. Tell the parent that the child should be held in their lap while being read to and that it is important to remember to read slowly.

TUTOR/ADULT/CHILD SESSION

The purpose of the adult-child-tutor session is to help the child gain a positive attitude towards reading and also to heighten his or her awareness of the utility of reading. (Reading isn't just for school, reading is an integral part of life and it's fun!) By watching how you, the tutor, introduces, reads, and then reviews the story, the adult is learning how to present reading to their children.

The session is usually started with the adult, child and tutor watching the "Reading Rainbow" videotape of the book the parent has completed. This is followed by the parent and child reading alternating pages of the book. After the book is read, they may play a game or do an activity together. The purpose of the activities before the book is read together is to introduce and familiarize the child with the book, characters, setting, vocabulary and story line. After the book has been read, the activities and games serve to check the child's comprehension of the story, her ability to recall details, and her ability to relate ideas in the book to her own experiences, thoughts, and feelings. This kind of session follows the same three steps as an adult tutoring session: planning, conducting and recording.

PLANNING THE SESSION

The adult/child/tutor session can be planned with the parent prior to the session that the child will attend. This is a good idea because it allows the parent to know what will occur when the child comes into the session, and also gives you, the tutor, insight from the parent about what might and might not work with the child. If you and your learner do not plan the session together, you should talk with your learner to find out what grade the child is in, and if he or she reads at grade level. To help you in planning the lesson, ask the parent what the child's favorite activities are --(likes to color? draw? cut & paste? construct things?) and what the child is interested in --(sports? dolls? boats? trucks? favorite television characters?).

You need to create activities to introduce the book and also to review it. The learner should be involved in the activities with the child or be given a parallel activity (i.e. word search puzzle for the child, word search or crossword puzzle for the adult). Read the sample lessons that follow which illustrate utilizing activities and games. Be certain that all activities are consistent with the reading abilities of the child, for example a word search puzzle for 4 - 6 year olds would be inappropriate.

CONDUCTING THE SESSION

Generally, the tutor, adult and child begin by viewing the "Reading Rainbow" videotape. Prior to the viewing, you may want to introduce the book to the child. For example, this introduction could be "This book was written by ---- and a woman named ---- drew the pictures. The title of this book is ---- . What do you think the book is about? Is the name a boy's or a girl's? Is the picture on the cover an animal or a person? Do you think the story is about one person, a family, just kids, just adults? Where do you think the story happens? In the city?, country?, farm? a house? the sky?, in the woods? in a store?" Included in the introduction may be an activity that familiarizes the child with the characters, setting or story line.

After viewing the tape, you may move into reading the book or play a game or activity and then read the book. Once the book has been read, you should play a review game with the child. Review means that whatever game you choose to play, it should show you that the child understands the story, and it also should provide an opportunity for the child to expand the ideas in the book to his own life experiences. We've developed comprehension questions for each of the 20 Reading Rainbow books for use with the adult learners. These questions can be modified and used with the child. (See Sample Lesson for Bea and Mr. Jones.)

As the session ends, you may want to give an activity to the child to take home to work on. See Special Activities, page 129.

RECORDING THE SESSION

The session is recorded on the monthly lesson plan form. The activities and material used are noted as well as what was successful and unsuccessful during the session.

The following section contains sample lesson plans. They will give you ideas on how to conduct an adult/child/tutor session. The next section consists of special activities which can be used to both introduce or review characters, vocabulary, and story line.

NOTE: Pictures used in particular activities are from "Reading Rainbow" featured books. A list of the books, authors and publishers appears on page of this book.

SAMPLE LESSONS

1. THE DAY JIMMY'S BOA ATE THE WASH BY TRINKA HAKES NOBLE, ILLUSTRATOR-STEVEN KELLOGG

Introduce the book

"We're going to read a story called The Day Jimmy's Boa Ate the Wash. It's about a girl who goes on a trip with her class to a farm. The woman who wrote this book is Trinka Hakes Noble and a man named Steven Kellogg drew the pictures.

One of her friends is a boy named Jimmy, and he brought his pet snake on the field trip. The name of his snake is a boa constrictor. Jimmy's boa constrictor caused a lot of problems. What kind of problems do you think he caused on the farm?"

Look at the cover of the book

"Where is the boa constrictor? Show me the girl who went on the trip. Show me the person who owns the boa constrictor. What's his name? Here's a pig and a chicken. What other animals are on a farm?"

Lead-in

We're going to read the story and find out what happened the day that Jimmy took his snake on a class trip to the farm.

Post-reading activities

Look at the last picture in the book.

"Do you think that Mr. and Mrs. Stanley were happy with their new pet? How can you tell?" Mr. and Mrs. Stanley are smiling, Mrs. Stanley is knitting a sweater for the snake.

"Can you tell what season it is?" Winter.

"How?" Snow out the window, fire in fireplace, Mrs. Stanley is knitting a sweater.

1. Sequencing of pictures (see SPECIAL ACTIVITIES, page 129) AND/OR
2. Tell the child to pretend that his or her mother or father would allow

a snake or a pig in the house. "Which would you choose? Where would you keep it? Would you build a cage? How would you feed and exercise it? What would you name it? Would you let your friends play with it?"

Have the child draw a picture of the animal of choice (pig/snake). Give suggestions for picture if necessary: "The snake can be in your house or yard. You can be playing with it or feeding it or taking it for a walk." AND/OR

3. Ask the child "Have you ever taken a field trip? What was your favorite? Why?". Have the child draw a picture. AND/OR

4. Bring in magazine pictures of animals. Have the child cut and paste to make a "strange animal." Let the child name it and explain what it eats, where it lives, and how big it is . (Big as an house? Car? As small as a dollar bill?) Have the child write the name of his/her creation under the picture. (Help with spelling if necessary.) AND/OR

5. Give picture of farm animals, have child color and name them. OR

6. Give pictures of different animals, having the child color only the ones that live on the farm. Ask if this animal doesn't live on a farm, where does it live? AND/OR

7. Bring in boxes, juice cans (etc.) and have the child make a barn and farmhouse. Draw and cut out animals to place in the farm. OR

8. Draw a farm on construction paper, cut out Xeroxed pictures of animals and have the child color and then place them on the farm, naming them as they go. Talk about farms as the activity progresses. For example, while the child is coloring:

"You're coloring the chicken brown, that's great, do you know what they eat?" "They eat grain, it looks like rice, but it tastes different. They also eat seeds."

With an older child, you could ask:

"Which animal gives us eggs? Bacon? Ham? Hamburgers? Which one would you ride? Which one do you get milk from?"

2. GREGORY THE TERRIBLE EATER BY MITCHELL SHARMAT, ILLUSTRATORS - JOSE AREUGO AND ARIANE DEWEY

Introduce the book

"This is a story called Gregory the Terrible Eater and it was written by Mitchell Sharmat. The pictures were drawn by Jose Areugo and Ariane Dewey."

As you introduce the book, point to the words on the cover. "This is the title, and this tells you who wrote the book" etc.

"Look at the goat on the cover: that's Gregory. Show me Gregory. Why do you think the author calls Gregory a terrible eater? Goats usually eat grass, but they also love to eat trash. Look at Gregory sitting in all the trash. Do you see a bottle? The tires? Where? What other trash is Gregory sitting in?"

Look at back cover.

"Where are Gregory's parents? What are they eating? Gregory's parents think he is a terrible eater because he doesn't like to eat trash. Look at the pictures above his head, what do you think he likes to eat?"

Lead-in

"Let's read the book now and see what happens to Gregory the goat. Gregory likes to eat people food and his parents want him to eat goat food."

Post-reading activities

1. Ask the child, "What kind of food did Gregory like to eat in the beginning of the story? What kind of food did his parents want him to eat? Where did his parents take him to get help? What happened after Gregory went to the doctor?"
2. Introduce the four food groups: dairy, bread, meat, fruits and vegetables. Have child sort pictures of food into categories and /or have the child create a meal with the pictures. AND/OR

3. Create puzzles out of food can labels (preferably with picture on the label). Have the child put them together. If you introduced the four food groups, the child could then sort the puzzles into food groups. AND/OR
4. Tell the child that "Some foods are good for us and some food isn't really good for our bodies, but it tastes really good. Eggs help your body to grow, but candy just tastes good. Then give the child pictures of food and have him or her sort them into GOOD FOR ME and JUST TASTES GOOD categories. OR
5. Make a TERRIBLE EATER list and a GOOD EATER list (picture or word lists). OR
6. Give the child one picture of a goat and one picture of a person. Have the child make a list (Help with spelling!), and then draw pictures of food that each one would eat. OR
7. Provide pictures of food, and trash/junk, and have the child cut out and put into two categories: 1.) food for the goat, and 2.) food for me. The child can paste each category on paper or he or she can physically sort the pictures.

3. BEA AND MR. JONES AUTHOR/ILLUSTRATOR: AMY SCHWARTZ

Introduce the book

Look at the cover of the book. The title is Bea and Mr. Jones. "This story is by Amy Schwartz. She drew the pictures for the book, too. Who do you think Bea is? (have child point on the cover) What's she wearing? Where is Mr. Jones? What is he carrying? What do you think this story could be about?"

Pre-reading activities

"In this story, Bea and Mr. Jones change places. Bea goes to work at her father's job, and Mr. Jones goes to school for Bea."

1. If you were a Ask the child what he or she would do if he or she was a teacher, astronaut, truck driver, nurse, etc. Where would you work? Who would you help in your job? Who would help you? (i.e., a mechanic would help the truck driver) Would you wear a uniform?

Lead-in

"What do you think will happen when Bea goes to work for her father and her father goes to school for her?

Now let's read the story and find out what happens.

Post-reading activities

1. Comprehension Questions: Ask the child the following questions:

Where does Bea work now? (Her father's office).

Where does Mr. Jones go during the day? (kindergarten).

Why did they change places? (Bea was tired of going to school, and Mr. Jones was tired of going to work every day.)

Did Bea like her new job? (Yes).

Did Mr. Jones like going to school? (Yes).

What were two things that Bea did at work? (created a song for Crunchy crackers; gave the secretary the day off; drew on her desk; laughed at the boss' jokes).

What did Mr. Jones do in school? (played the lollipop game, got a child out of a tree, was the snack monitor).

2. Ask the child, "If you could trade places with anyone in the world who would it be? How would your day be different? What would change? What would stay the same?" Have child draw picture of him or herself as a "different" person.

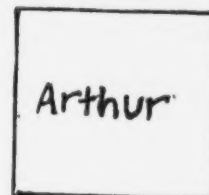
SPECIAL ACTIVITIES

The following activities can be adapted for each book. We recommend that you use them after reading the book. They serve to review the characters, vocabulary, setting and story line.

1. Concentration: This game can be used with a child at any reading level.

A. non-reader: match pictures to pictures for introduction or review of characters

B. reader: match name to picture



2. Word Search: For Readers Only!

A list of words is made, then each word is "hidden" within the puzzle. For the first time using a word search, you might only hide the words horizontally. Once the child is familiar with the activity, words can be hidden vertically and diagonally, also.

To familiarize the child with this activity, show him or her the first word (i.e. Bea) and ask "What's the first letter you're looking for? Find a "B" in the puzzle. Now the next letter in the word Bea is "e". Is there an "e" next to the "B" you found? No; find another "B". Yes; is there an "a"? Yes. Great, you just spelled Bea. Circle the word and tell me the letters. The child should pick up on what you are doing and start to search for the letters by him or herself.

Bea

Mr. Jones

Beatrice

Miss Seymour

kindergarten

S	a	i	o	B	e	a	M	o	a	s	t
B	a	J	o	M	r	.	J	o	n	e	s
a	M	i	s	s	S	e	y	m	o	u	r
m	t	r	s	B	e	a	t	r	i	c	e
k	i	n	d	e	r	g	a	r	t	e	n

3. Crossword Puzzle -- There are three techniques to choose from:

A. Cloze Technique: Down: 1. Liang lived in _____ (China, Japan)

2. He wanted to _____ (paint, sing)

B. Give sentences with vocabulary list at end of puzzle to choose from.

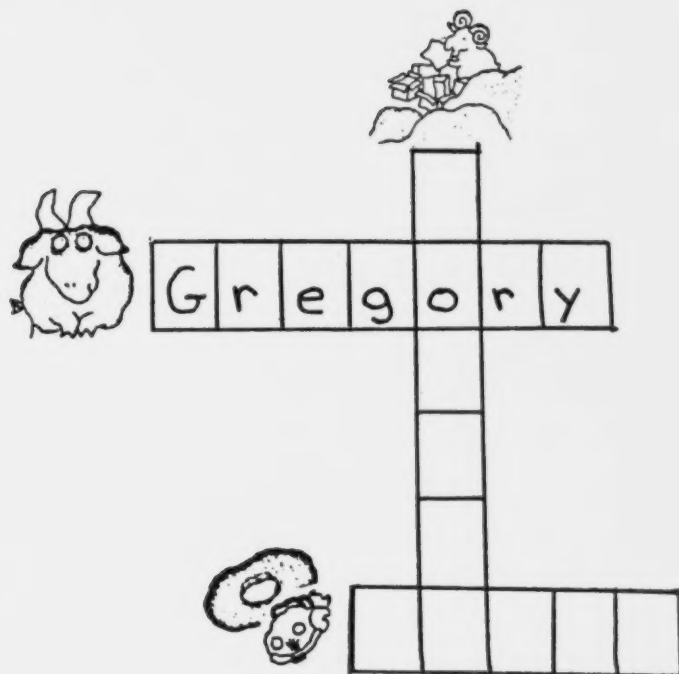
Down: 1. Liang lived in _____.

2. He wanted to _____.

China

paint

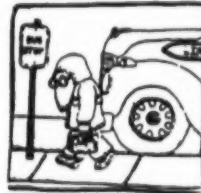
C. Pictures, child names, you tell how to spell.



4. Sequencing of Story: Xerox and cut out pictures

Pre-reading activity: What order do you think these will happen in?

Post-reading activity: Show me what happened first? Second? Third?



5. Jump Sheet : Lay out pictures on floor, tell child where to start.

To review characters, say "Jump from Mary to Paul. Jump from Paul to Jimmy, etc." To review the story line, provide pictures of the pertinent scenes. Tell child where to start, then have him jump from scene to scene in order.

6. Puzzles -- Make simple two-piece puzzles. Use basic shapes (square, circle, triangle, heart, etc.)

Non-reader: put a picture on both halves.

Reader: put a picture on one half and the word on the other half.



7. Provide the child with a scene relating to the story, have child fill in, color then write a short story.

I am on a picnic. I am eating a hot dog.

8. Develop a simple board game relating to the story. On each space place a card with a picture of a character, scene etc. The child then rolls the dice and moves ahead that many spaces. When he or she lands on a space, the child has to explain something about the character or scene ("Oh, that's Jimmy. His snake ate the wash. That's the beach. Lolly, Sam and Spider told stories there after lunch.") If he or she can't tell you something give hints or have the parent help.

9. Who was in the story? Group pictures from the book in rows and ask the child to find a specific character or scene and then circle or underline it.

For example:

1. Who needed glasses?



10. Who Am I?, What Am I? Write three to four sentences which describe a character or setting in the story. For example,

I am a man

I have a daughter

I used to work in an office.

Now I go to school

Who am I?

Tell the child that you are going to read some sentences that describe a person they met in the story and when they know who it is, they should tell you.

Variation: Misleading Clue

I am a man.

I have no children.

I used to work in an office.

Now I go to school.

Tell the child beforehand that one sentence you will read doesn't fit the description of a person. But all the others describe a character in the story. Read the sentences one-by-one and have the child guess who you are describing and then tell you which sentence doesn't apply. You can ask the child to correct the error. For example, in the example above, the sentence "I have no children" is the misleading clue. The child

would correct it --"I have a daughter" is the right clue. The first time you play this game, you may want to put the error sentence last so the child can guess the person without being confused.

Variation: Tell the child who the sentences are about, and ask them to tell you if they are correct or not. For example, "I'm going to tell you some things about Simon. You tell me if they are right or not."

Simon drew with a pencil.

He had a dog named Ralph.

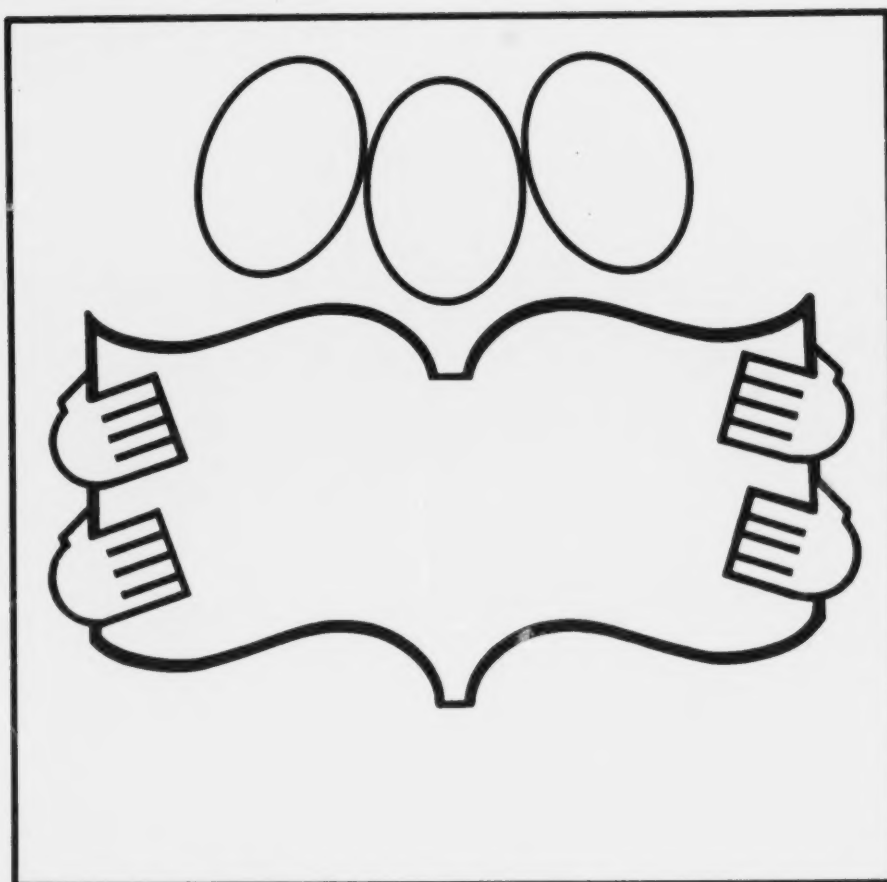
Simon fell asleep and dreamt about making a book.

Utility of Reading

A. Create puzzles using labels from cans , the front panel from a cereal or other food box. Mount the pictures on cardboard and cut into puzzle pieces. Make fewer, bigger pieces for a younger child.

B. Take pages of the T.V. Guide listing the child's favorite shows. Tell the child that they can watch only one hour of television a day and have them circle the shows that they would watch for three days. For Readers Only!

C. Suggest this activity to the adult to play with the child on the way to or from tutoring sessions. Using street signs, billboards, posters, license plates etc. the parent and child each try to spell their name (or a word they both know) taking one letter from a sign. The first person to spell their name in order wins.



6. Reading Rainbow Comprehension Questions

Created by Phil Dempsey for Collaborations for Literacy.

INTRODUCTION

A set of questions for each "Reading Rainbow" children's book has been created by a Collaborations for Literacy tutor in order to informally test reading comprehension. Each set is designed to elicit answers to two types of questions based on the structure of the story, its facts and inferences.

Questions based on structure help the adult learners to recall the most important parts of the story while the experiential/inferential questions encourage the learner to go beyond the information in the book, to draw conclusions, to make inferences and to relate information in the book to their own experiences. Answers are provided for the structural questions. However, for the inferential/experiential questions no answers are given as their purpose is to stimulate conversation and critical thinking on the learner's part.

ARTHUR'S EYES BY MARC BROWN

STRUCTURE

1. Where does this story take place?
At Arthur's school.
2. What was Arthur's initial problem?
He couldn't see very well.
3. What was done about it?
He got a pair of glasses.
4. What happened at a result of his new glasses?
Arthur's friends ridiculed him and he quit wearing them.
5. What made Arthur decide that his glasses were okay?
He found out that his teacher wore them.
6. What happened after he began wearing his glasses again?
Francine got some play glasses and Arthur became more popular.

INFERENTIAL/EXPERIENTIAL

1. Peer pressure is what caused Arthur to stop wearing his glasses.
How has peer pressure affected you?
2. Arthur found out that the glasses were important for him. What do you think should be most important to a person: what others think or what is best for him? Why?
3. Do you consider someone who can't accept a difference of yours, such as needing glasses, a true friend? Why or why not?

BEA AND MR. JONES BY AMY SCHWARTZ

STRUCTURE

1. Where is this story taking place?

At kindergarten and a business office.

2. What was the problem Bea and her father were having?

Each was tired of their daily routine.

3. What did they do to change this?

They switched places.

4. How did each of them feel after the change?

They were very pleased with their new places.

5. How did others feel about this change?

The kindergarten teacher loved Mr. Jones and the office workers were very pleased with Bea's work.

INFERENTIAL/EXPERIENTIAL

1. Bea and her father were unhappy with their jobs. Do you think this is a common feeling today?

2. Do you feel that one must enjoy school or work to do well?

BRINGING THE RAIN TO KAPITI PLAIN BY VERA AARDEMA

STRUCTURE

1. Where does this story happen?

Kapiti Plain in Africa.

2. What was the problem in the story?

There had been no rain on the plain and all of the grass was dying.

3. What did Ki-Pat do to solve the problem?

He made an arrow out of an eagle feather and shot the cloud.

4. What happened as a result of this?

It rained and the grass grew.

5. What kept the rain coming in the following years?

Ki-Pat's son did the same as he had done.

INFERENTIAL/EXPERIENTIAL

1. Ki-Pat saw a need for rain and took advantage of an unusual situation, the eagle feather falling, to solve this problem. How important do you feel this ability to make the most of circumstances is in your life?

2. This is an African tale retold in another form. Do you feel that it could be based on truth? If so, what do you think might have actually happened?

A CHAIR FOR MY MOTHER BY VERA B. WILLIAMS

STRUCTURE

1. Where does this story take place?

In an apartment.

2. What was the problem/goal in the story?

The mother had no place to sit and rest after work and the child wanted her to be able to.

3. What did they decide to do about this?

They got a jar to save money in so that when it was full, they could get a chair for the mother.

4. What finally happened?

When the jar was full they took the change to the bank and then went out and bought a chair.

INFERENTIAL/EXPERIENTIAL

1. Do you think that putting change into a jar was a reasonable way to meet the goal? Why or why not? Do you think there was a better way?

2. How could you meet goals you've set for yourself in a reasonable way like this?

3. To you, are many goals obtainable, but gone about in the wrong way?

THE DAY JIMMY'S BOA ATE THE WASH BY TRINKA HAKES NOBLE

STRUCTURE

1. Where does this story take place?

A farm.

2. What was the main cause of all the commotion on the farm?

Jimmy's boa constrictor.

3. Who first tried to stop the problems?

The farmer.

4. What eventually happened?

The children had to leave.

5. What was the outcome of the field trip?

Jimmy got a new pig and the farmer got a pet boa.

INFERENTIAL/EXPERIENTIAL

1. The playing started when a hen dropped an egg on Jenny's head and she thought Tommy had thrown it at her. Have you ever found yourself jumping to conclusions as she did?

2. Can you see what disruption was caused by a loss of organization? Can you relate this to your job or home in any way?

DIGGING UP DINOSAURS BY ALIKI

STRUCTURE

1. Where is this story told from?

A museum.

2. What is the problem discussed in this story?

Finding and reconstructing dinosaur fossils.

INFERENTIAL/EXPERIENTIAL

1. This is really a factual book, and not a story. Did you find it interesting? Why or Why not?

2. What did you learn from the book?

3. Have you ever seen a dinosaur skeleton? Will you look at a skeleton differently now?

THE GIFT OF THE SACRED DOG BY PAUL GOBLE

STRUCTURE

1. Where does most of the story take place?
On a mountain near an Indian village.
2. What was the problem that Indians faced?
They couldn't catch buffalo for food so they were going hungry.
3. How did they first attempt to solve this problem?
Three wise men danced to bring the buffalo back.
4. What was done to bring the buffalo back?
A young boy went into the mountain to talk to the Great Spirit.
5. What happened as a result of the boy's efforts?
The Great Spirit gave him horses to take back to the village.

INFERENTIAL/EXPERIENTIAL

1. The Indians had a serious problem. What is the importance of their persistence after the dance failed? (Can lead to a discussion of not letting failure stop one from trying to reach a goal.)
2. What qualities of the boy could you apply to yourself to help you reach a goal (work, family, learning to read, etc.)?

3. The boy showed initiative by trying to solve the tribe's problem on his own. How is this quality important in your life? In society today?

GILA MONSTERS MEET YOU AT THE AIRPORT BY MARJORIE WIENMAN SHARMAT

STRUCTURE

1. This story takes place in several locations. Around what event is this story occurring?
A family moving.
2. What was the boy worried about?
He was afraid that life out West would be too different for him.
3. What did he do to find out if this was true?
He talked to his friend and read books about the West.
4. What eventually happened to make the boy realize that he was wrong?
He met a boy in the airport who was moving East who had heard the same type of stories. He knew the stories about the East weren't true.
5. What happened to the boy's thinking as he go to his new home?
He realized that it wasn't as different as he had thought.

INFERENTIAL/EXPERIENTIAL

1. The boy was afraid to move because of stereotypes of the West. Have you ever noticed the stereotypes mentioned in the book in people?

2. Stereotypes may or may not be based on truth, but they add a certain uniqueness to an area. What stereotypes do you know of about the New England area?

3. The other boy in the airport was in the same situation as the story's main character. How did knowing this reassure the little boy? How can someone having a similar problem as yours help you?

4. Have you ever been afraid to do something because of things you have heard about it? What was it?

GREGORY THE TERRIBLE EATER BY MITCHELL SHARMAT

STRUCTURE

1. The actual setting of this story is left up to the reader. Where does it seem that the goats probably live?

In the mountains near a city.

2. What was Gregory's problem?

He didn't like to eat goat food.

3. What did his parents try to do?

They tried to make Gregory eat what they did.

4. What was done when that didn't work?

Gregory's parents took him to a doctor.

5. After Gregory began to like goat food, what was his problem?

He ate everything.

6. What cured him of this?

He ate too much and got sick.

7. What finally happened?

The whole family ate a little of both types of food.

INFERENTIAL/EXPERIENTIAL

1. Gregory was different than other goats, but his parents didn't like it. Do you think people should be different and should this be accepted by others or not?

2. There is a saying that too much of a good thing is bad, such as Gregory's eating. What do you think of this? Can you think of other examples where 'too much of a good thing' becomes bad?

3. Gregory's uniqueness was later accepted by his parents. How important do you think unique qualities are in a person? What are some of your unique qualities?

4. Gregory's parents thought something was wrong with him since he ate peculiar foods. What would you think in a similar situation?

HOT-AIR HENRY BY MARY CALHOUN

STRUCTURE

1. Where did this story happen?

In a hot-air balloon in the sky.

2. Henry wanted to fly and the man wouldn't let him, but through an accident he got to take the balloon up. What problem did he face after going up?

He didn't know how to get back down.

3. What did Henry do to take care of this problem?

He started pulling things until he found one that lowered the balloon.

4. What problem did he have after he figured that out?

He didn't know where the man and the kid were.

5. How was this problem solved?

The man and the kid followed the balloon and Henry set it down when he saw them.

INFERENTIAL/EXPERIENTIAL

1. Henry wanted to go up in the balloon bad enough to risk making the man mad at him. Are there things you would like to do that you would risk making a friend mad for?

2. Have you ever been in a situation where you had to make decisions about how to do something you knew nothing about, such as Henry did in operating the balloon? If so, what?

3. How can you relate part or all of this story to an experience of your own?

4. Have you ever been up in a balloon? If so, what was it like?

LIANG AND THE MAGIC PAINTBRUSH BY DEMI

STRUCTURE

1. Where does this story take place?

China.

2. What was the problem Liang first faced?

He wanted to paint but he couldn't afford a paintbrush.

3. How was this taken care of for Liang?

An old man brought him a magic paintbrush while he slept.

4. What problem arose as a result of this magic paintbrush?

The emperor wanted Liang to paint him things that were evil.

5. How did Liang take care of his problem with the emperor?

He painted a boat on a sea and had it sunk with the emperor and his family aboard.

INFERENTIAL/EXPERIENTIAL

1. Do you think it was right for the art teacher to deny Liang a place in his school? Does this type of discrimination happen today?

2. Why do you think the paintbrush wouldn't work for the emperor?

3. What do you think happened to Liang?

4. Do you think Liang did the right thing in dealing with the emperor? If not, what would you have done?

LOUIS THE FISH BY ARTHUR YORINKS

STRUCTURE

1. Where does this story take place?

Flatbush.

2. What was the problem Louis faced?

His father wanted him to be a butcher, but Louis hated meat and loved fish.

3. How did Louis originally take care of this?

He cleaned fish tanks and watched the fish for hours.

4. What later happened to Louis to help him with his problem?

He began seeing fish everywhere and then turned into a salmon.

5. What came about as a result of Louis becoming a fish?

Louis was taken to a pet shop and lived happily as a fish.

INFERENTIAL/EXPERIENTIAL

1. Louis was pressured into doing something he didn't want to do by his father. Have you ever received pressure like this from family or friends? Explain.

2. Do you feel that pressuring someone to do something is good? If so, to what extent should the pressure go?

3. Louis was unhappy as a butcher, but very happy as a fish. How easy is it for you to enjoy something when would prefer to be doing something else? What do you do to make the task easier for yourself?

4. People do many things they are pressured into and aren't happy doing. To what types of things and to what extent should this pressure be allowed to go to?

MISS NELSON IS BACK BY JAMES MARSHALL AND HARRY ALLARD

STRUCTURE

1. Where does this story take place?

Room 207.

2. What problem arose in this story?

Miss Nelson was having her tonsils removed and the kids were acting up.

3. What was done to keep the kids in line?

Mr. Blandsworth, the principal, was taking over the class.

4. What happened as a result of this?

The kids were bored and fooled him so they wouldn't have class.

5. What finally hapened to straighten the kids out?

Viola Swamp came into the class and was mean to them.

INFERENTIAL/EXPERIENTIAL

1. Do you think the children learned their lesson? What makes you think they did or did not?

2. The story implies that Viola Swamp may be Miss Nelson. Do you agree? Why or why not?

3. This story is a good example of the golden rule being applied. Do you think it applies to anything in your life?

The children took advantage of their teacher's absence. Do people tend to do that on the job?

MYSTERY ON THE DOCKS BY THACHER HURD

STRUCTURE

1. Where does this story take place?

On the docks and on a large ship.

2. What problem did Ralph have?

He got caught by Big Al along with his favorite opera singer.

3. What did he and Eduardo do to get away initially?

They tried to get off the ship and they got caught. They tried to signal for help by firing flares.

4. What was done when that wouldn't work due to the heavy fog?

Eduardo began to sing for help.

5. What happened as a result of Eduardo's singing?

The police caught Big Al and Ralph was commended for saving Eduardo.

INFERENTIAL/EXPERIENTIAL

1. Many times, people today don't care to get involved as Ralph did for Eduardo. How do you feel about this? What probably would have happened if Ralph hadn't gotten involved?

2. Ralph suspected something shady about the two rats from the start. His first impression was right. How important are first impressions to you?

3. Ralph took a great risk for someone he didn't know. Would you be willing to do the same in a similar situation? Why or why not?

4. Ralph was rewarded for his help in freeing Eduardo. How do you think he felt about his reward? How much would you appreciate this type of reward?

OX-CART MAN BY DONALD HALL

STRUCTURE

1. In what two places does this story occur?

A farm and Portsmouth.

2. What was the ox-cart man's goal?

To sell everything he and his family had made, grown, and collected over the year.

3. What did he do in order to reach this goal?

He loaded everything into an ox-cart and went to Portsmouth.

4. What was the result?

He sold everything and then bought some things to prepare for the next year.

INFERENTIAL/EXPERIENTIAL

1. The man in this story has a goal that he doesn't quit working for until he meets it. Do you have any goals that you are determined to meet?

2. How can you apply this story to your own life?

3. When the man gets the money for his goods, he buys better things for his family. do you think it was necessary or just something he wanted?

SIMON'S BOOK BY HENRIK DRESCHER

STRUCTURE

1. Where does this story take place?

In a drawing pad.

2. What was the problem Simon faced?

A monster was chasing him.

3. What was done to solve the problem?

The pens tried to help Simon escape.

4. What happened?

The monster caught Simon and kissed him.

INFERENTIAL/EXPERIENTIAL

1. The monster appeared mean but wasn't. Has the appearance of anything ever unjustifiably scared you?

2. This book shows that appearances can be deceiving. Do you believe this? Explain.

3. Does this book in any way remind you of an experience in your life? What?

THREE BY THE SEA BY EDWARD MARSHALL

STRUCTURE

1. Where does the story take place?

The beach.

2. What was the problem the three children had and why did they have it?

They were bored. They had just eaten so they could not be active.

3. What ways did they think of to stop this boredom?

Swimming or taking a nap.

4. What did they finally decide to do and why weren't their other ideas any good?

They decided to tell stories since they couldn't swim on a full stomach and a nap would be no fun.

5. How did the idea of storytelling work?

The kids enjoyed it and each tried to tell a better story than the previous one.

INFERENTIAL/EXPERIENTIAL

1. There was a competition between the children to tell a better story than the others. How does this apply to work or friends?

THREE DAYS ON THE RIVER IN A RED CANOE BY VERA WILLIAMS

STRUCTURE

1. Where does this story take place?

On a river.

2. What is the goal in the story?

To go on a canoe trip.

3. How do they prepare to meet the goal?

They buy all of their supplies and get a map to plan the route.

4. What was the outcome?

They go on on a trip and have a good time.

INFERENTIAL/EXPERIENTIAL

1. Have you ever gone on a boating trip? If so, describe it. If not, would you like to?

2. They were well-prepared for the trip. Do you think this was important on such a short trip? What might have happened if they if they hadn't been?

3. How important is recreation, like a canoe trip you.

TIGHT TIMES BY BARBARA SHOOK HAZEN

STRUCTURE

1. Where does this story take place?

In a boy's house.

2. What was the problem the boy had?

He wanted a dog but his parents could not afford one.

3. What did the boy do at first to get a dog?

He asked his parents why he couldn't have a dog.

4. What finally happened to make the boy happy?

He found a cat in the trash can.

5. What happened as a result of this?

His parents let him keep the cat and he enjoyed it very much.

INFERENTIAL/EXPERIENTIAL

1. Do you think the boy was happy with the cat even though it wasn't a dog?

2. Have you ever had to settle for one thing when you really wanted something else? Explain.

3. How can you apply this story to your life?

4. Do you think that even though you can't always have what you want you can still be happy? Why or why not?

TY'S ONE-MAN BAND BY MILDRED PITTS WALTER

STRUCTURE

1. Where did most of the story take place?

Under a street lamp.

2. What was Ty's problem?

No one would believe that Andro could make music with the things he had asked for.

3 What did Ty do?

He went alone and waited for Andro.

4 What finally happened?

Andro came, and when all the people heard what he was doing they joined in.

INFERENTIAL/EXPERIENTIAL

1. Ty's friends didn't believe in Andro but he did because he had seen some of the things he could do. Is it important to always see before you believe?

2. Have you ever seen anyone make music with any of the things Andro used? If so, what and where?

3. Should you have faith in someone you don't know when they say that they can do something?

4. Can you apply this story to yourself? How?

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